DOCUMENT RESUME

ED 135 356 IR 004 447

AUTHOR	Cochran, Lee W.
TITLE	Accountability and the Media Professional. Summary Report of the Lake Okoboji Educational Media Leadership Conference (17th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 22-27, 1971).
INSTITUTION	Iowa Univ., Iowa City. Div. of Extension and Services.
SPONS AGENCY	Association for Educational Communications and Technology, Washington, D.C.
PUB DATE	Aug 71
NOTE	130p.; This Summary Report of the Seventeenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best copy available
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Conferences; Curriculum Development; *Educational Accountability; Educational Assessment; *Educational Technology; Futures (of Society); Humanization; Instructional Design; *Instructional Technology; Leadership Training; *Media Specialists; Performance Based Education; Teacher Education
IDENTIFIERS	*Lake Okoboji Educational Media Leadership Conf

ABSTRACT

The seventeenth Lake Okoboji Educational Media Leadership Conference addressed itself to the various applications of media accountability to the total educational process. The keynote speech emphasized the media professional's responsibility to meet changing needs for educational improvement. Seven work committees studied and reported on accountability: (1) its relevance to the media professional, (2) its relevance to humane education, (3) its philosophy, (4) its implementation process, (5) its application to teacher education, (6) its effect on professional standards and competencies, and (7) its application to curriculum and instructional development. Each report states problems, issues, recommendations, and procedures. Brief reviews of general sessions, a name list of delegates, and their concerns are included. (SC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED135356

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SUMMARY REPORT

of the

SEVENTEENTH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

Iowa Lakeside Laboratory
Lake Okoboji
Milford, Iowa

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

William B. Oglesby

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

August 22-27, 1971

Co-sponsored by
The University of Iowa
Division of Extension and
University Services
Audiovisual Center
Iowa City, Iowa 52240

and the

Association for Educational Communications
and Technology
Washington, D. C. 20036

The theme for the 1971 Conference:
"ACCOUNTABILITY AND THE MEDIA PROFESSIONAL"

Jan Cureton, Conference Recorder
Lee W. Cochran, Editor
Ann Clark, Copy Layout

BEST COPY AVAILABLE

This Summary Report of the Seventeenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers and should be so listed if reproduced in any form. This report is not copyrighted.

IR004447

(Price $2.50)

Send orders to:

William B. Oglesby, Director
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52240

TABLE OF CONTENTS

Page

Foreword v

Persons attending Seventeenth Lake Okoboji Educational Media Leadership Conference 1

Conference Planning Committee 4

First General Session 5
Keynote address by Dr. David D. Darland 7

Second General Session 13

Third General Session 14

Fourth General Session 15

Fifth General Session 17

Sixth General Session 18

Seventh General Session 19

Eighth General Session 20

Ninth General Session 21

Tenth General Session 22

Eleventh General Session 24
Final Study Committee Reports as Revised 25
Group 1: The Media Professional: Accountable to Whom? 25
Group 2: Accountability as a Factor in Humanizing the Learning Process 31
Group 3: Accountability and the Media Professional: An Operational Philosophy 38
Group 4: Accountability Implementation Processes 46
Group 5A: Accountability: Teacher Education--Preparation, Performance, and Certification Standards 54
Group 5B: Certification Based on the Domain of Instructional Technology as a Key to Accountability 59
Group 6: The Effects of Accountability on Curriculum Development and Instructional Design 72

Twelfth General Session 82
Resolutions Committee Report 82
Conference Summary by John Vergis 86

Pictures at Conference 91

Appendix - Concerns of Delegates 101

FOREWORD

The Seventeenth Lake Okoboji Educational Media Leadership Conference ended on August 27, 1971, at 10:45 a.m. This report will give a summary of all meetings, including the list of delegates, their "concerns" relating to the theme which were sent in advance of the conference, and the final working papers produced by the seven small discussion groups. Delegates came from thirty-four states, the District of Columbia, Puerto Rico, Norway, and South Vietnam.

The theme for discussion in 1971 was "Accountability and the Media Professional." David D. Darland, National Commission on Teacher Education and Professional Standards, NEA, Washington, D. C., was the keynote speaker. In his keynote address, Dr. Darland said: "A strong case can be made that for time and place, American education is in greater crisis than at anytime in our history. Such a case can also be made that for time and place the United States is in greater crisis than ever in our history. And education is reflecting the condition." (See complete paper later in this report.)

To study different phases of the theme, the group divided into the following study-discussion groups:

1. The Media Professional: Accountable to Whom?
2. Accountability as a Factor in Humanizing the Learning Process
3. Accountability and the Media Professional: An Operational Philosophy
4. Accountability Implementation Processes
5. A. Accountability: Teacher Education - Preparation, Performance and Certification Standards
   B. Certification and Accountability
6. The Effects of Accountability on Curriculum Development and Instructional Design

Under the guidance of committee chairmen, the above seven groups turned in several preliminary reports which were discussed in general sessions, and the entire group was used as a sounding board for each committee report. There was disagreement, dissent, difference of opinion, disapproval, and a great deal of discussion over some reports, but by Thursday night of the conference at a little before midnight, the group accepted all final reports for publication in this summary. About this time, some delegates questioned the Indian translation of "Okoboji" as meaning "A Place of Rest."

During the past few years, the editor has noted that graduate students have taken greater responsibility in discussion groups and in general sessions. This is good. It is giving those advanced graduate students in educational media, communication and technology an outstanding experience, to talk back to their older peers and, in some instances, former instructors. These graduate students will soon take over many responsible positions in the field. In my estimation, they are well prepared to face the major problems relating to the impact of technology on education. Following the conference one graduate student wrote: "As always, the delegates made the conference.

The dynamics of a group working toward a common purpose is most exciting. It's this kind of human interaction that makes Okoboji a unique conference. And Okoboji's unstructured (but well planned) nature is a prime factor that makes it a conference which provides the opportunity to acquire (and practice some of the elusive qualities of leadership. ")

The real value of the Okoboji Conference, including this year, has been to the delegates attending to accept leadership roles, and to help start other meetings of the Okoboji type in their own state or region. An Ad-Hoc Committee appointed this year wisely suggested in their report that the Okoboji Conference be turned more toward "Leadership, " looking toward the type of leaders we must have in the future in this development toward technology in education.

I wish to extend congratulations to the Co-Chairmen of the Okoboji Conference, Philip D. Carlock, St. Louis, and Charlie W. Roberts, Jr., Baton Rouge, Louisiana, and to Lew Saks, East Detroit Schools, Chairman of the 1971 Planning Committee, and to the Planning Committee for a job "well done" and to wish them the very best in the years to come. With such leaders in communication and technology, AECT and the field will move forward.

Chairman: Iowa Committee for
Okoboji Conferences

Lee W. Cochran

Lee W. Cochran
Director Emeritus
Audiovisual Center
The University of Iowa

PERSONS ATTENDING THE SEVENTEENTH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

August 22-27, 1971

Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa

Note: The number in parenthesis (70, 71) following the name indicates the years this person has attended Okoboji Conferences.

1. ANDERSON, EDWARD, Assistant Professor, School of Education, Wisconsin State University, Oshkosh, Wisconsin 54901 (69, 70, 71)

2. ANDRES, ALEX, Department of Instructional Development, University of Pittsburgh, G20 Hillman Library, Pittsburgh, Pennsylvania 15213 (71)

3. BEASTON, BILL, Director, Instructional Media, Lincoln County Unit, Box 97, 169 Southwest Coast Highway, Newport, Oregon 97365 (71)

4. BERRIOS, LUIS R., Director, Audiovisual Center, Puerto Rico Junior College, Rio Piedras, Puerto Rico 00928 (71)

5. BERRY, WAYNE O., Media Specialist, East Baton Rouge Parish School Board, 1022 South Foster Drive, Instructional Resource Center, Baton Rouge, Louisiana 70808 (71)

6. BIEN, HO LIEN, Deputy Director, Instructional Materials Center, Ministry of Education, 240 Tran Binh Trong, Saigon, Viet-Nam (71)

7. BLAKE, JACK, Assistant Director, Audio-Visual Instruction, San Diego City Schools, 4100 Normal Street, San Diego, California 92103 (71)

8. BOLVIN, BOYD M., Associate Dean of Instruction, Learning Resources, Bellevue Community College, Bellevue, Washington 98004 (70, 71)

9. BRATTON, BARRY D., (EPDA Media Fellow in Instructional Development and Technology, Michigan State University), Apt. 1550-G Spartan Village, East Lansing, Michigan 48823 (71)

10. CARLOCK, PHILIP D., Associate Dean of Instruction, Forest Park Community College, 5600 Oakland Avenue, St. Louis, Missouri 63110 (Planning Committee 1971) (67, 69, 70, 71)

11. CHRISTISON, MILTON, Supervisor AV Materials, Madison Public Schools, 545 West Dayton Street, Madison, Wisconsin 53711 (70, 71)

12. CLARK, ANN, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (Assistant to Conference Manager and Treasurer, Iowa Committee) (62 through 71)

13. COCHRAN, LEE W., Chairman, Iowa Committee for Okoboji Conferences, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (Iowa Committee) (55 through 71)

14. COCHRAN, LIDA M., Assistant Professor, College of Education, The University of Iowa, Iowa City, Iowa 52240 (Conference Resource Consultant, Iowa Committee) (60 through 71)

15. COSTELLO, JAMES W., Assistant Professor of Education, David Lipscomb College, Granny White Pike, Nashville, Tennessee 37203 (71)

16. CROWELL, R. DAVID, Instructional Media Coordinator, Edison High School, 2906 East 41st Street, Tulsa, Oklahoma 74105 (71)

17. CURETON, JAN W., Manager, Media Library, The University of Iowa, Iowa City, Iowa 52240 (Conference Reporter, Iowa Committee) (66, 71)

18. DANIELS, WILMA C., Media Coordinator, Clark Elementary, Box 362, Renton, Washington 98055 (71)

19. DARLAND, DAVID D., Associate Executive Secretary, National Commission on Teacher Education and Professional Standards, NEA, 1201 16th Street, N.W., Washington, D.C 20036 (Keynote Speaker) (71)

20. DEL BOSCO, FRANK, Director, Educational Communications, South Huntington Schools, Huntington Station, New York 11746 (71)

21. DRESEN, HELEN M., Assistant Professor, Library, Montana State University, Bozeman, Montana 59715 (71)

22. FADELY, GARY K., Sales Representative, Coronet Films, 1645 W. Highland, Apt. #4, Phoenix, Arizona 85015 (Formerly with Phoenix Public Schools) (71)

23. FORBES, LOREN, Manager, Campus Service, The University of Iowa, Iowa City, Iowa 52240 (Room Assignments and Meals, Iowa Committee) (69, 71)

24. FREIHON, ARTHUR H., Director of Educational Media, Madison Township Public Schools, Old Bridge, New Jersey 08857 (71)

25. GOODWIN, GARY, Chairman, Media Center, Mason City High School, Mason City, Iowa 50401 (71)

26. HARRIES, THOMAS E., Michigan State University, 116 Linton Hall, East Lansing, Michigan 48823 (71)

27. HARTZLER, DALE C., Director, Division of Instructional Media, Office of State Supt. of Public Instruction, Room 108, State Office Building, Indianapolis, Indiana 46204 (71)

28. HEINICH, ROBERT, Professor of Education, Audiovisual Center, Indiana University, Bloomington, Indiana 47401 (Planning Committee and President, AECT) (56, 66, 67, 70, 71)

29. HILL, HAROLD, Head, Radio-TV Area, Department of Communications, University of Colorado, 1165 Broadway, Boulder, Colorado 80302 (63 through 71)

30. HILL, HARRY, Administrative Assistant Instruction, Penn-Delco Union School District, 95 Concord Road, Aston, Delaware County, Pennsylvania 19014 (71)

31. HOLLOWAY, RALPH, Director of Instructional Development, Eastfield College, 3737 Motley Drive, Mesquite, Texas 75149 (71)

32. HUBBARD, RICHARD D., Educational Communications, State University College, Oswego, New York 13126 (58, 59, 60, 70, 71)

33. HUNGER, CHARLES, Associate Director, Audio Visual Services, Kent State University, Kent, Ohio 44242 (70, 71)

34. IRVINE, ROBERT, Director, Instructional Services, Highline School District, 15701 Ambaum Blvd., S.W., Seattle, Washington 98166 (71)

35. ISAACS, DAN, Instructional Materials Center, University of Illinois, 405 Engineering Hall, Urbana, Illinois 61801 (71)

36. JANTZE, R. DALE, Director of Teacher Education, Friends University, Wichita, Kansas 67213 (71)

37. JOHNSON, JENNY, Researcher and Instructor, University of Maryland, College Park, Maryland 20740 (71)

38. KUETER, ROGER A., Assistant Professor of Education, University of Northern Iowa, Cedar Falls, Iowa 50613 (Planning Committee 1971 (70, 71)

39. LAFOND, ROMEO, Director, Instructional Media Center, Falmouth Public Schools, Falmouth, Massachusetts 02540 (71)

40. LAKE, LEONE H., Audiovisual Coordinator, Dade County Public Schools, 8527 Crespi Boulevard, Miami Beach, Florida 33141 (60 through 68, 70, 71)

41. LALIME, ARTHUR, Instructional Materials Center, Darien Board of Education, 2121 Post Road, Darien, Connecticut 06820 (63 through 68, 70, 71)

42. LARSEN, ROBERT, Principal, East School, 45 Southwood, New Canaan, Connecticut 06840 (71)

43. LEWIS, E. GENE, Director of Instructional Resources, Southeast Missouri State College, P. O. Box 425, Cape Girardeau, Missouri 63701 (71)

44. LINDEMEYER, ROBERT, Assistant Coordinator, Media Resources, Iowa State University, Ames, Iowa 50010 (Iowa Committee) (71)

45. LITTLE, DAVID, Educational Resource Center, Box 42, Sergeant Bluff, Iowa 51054 (Iowa Committee) (63 through 68, 70, 71)

46. MAY, WILLIAM W., Research Assistant, Department of Psychology, University of Georgia, Box 176, Athens, Georgia 30601 (71)

47. MILLER, CHARLES J., District Coordinator, Audio-Visual and Library Services, Township High School District #214, Mount Prospect, Illinois 60056 (64, 71)

48. MILLER, ROBERT H., Director, Learning Resources, Broward County Schools, 1320 S.W. 4th Street, Ft. Lauderdale, Florida 33310 (71)

49. MOLENDA, MICHAEL, Coordinator, Center for Instructional Media, School of Education, University of North Carolina, Greensboro, North Carolina 27412 (71)

50. MOLL, HANS, Audiovisual Department, Western Illinois University, Macomb, Illinois 61455 (70, 71)

51. MONTGOMERY, DALE, Administrative Assistant, Educational Media Center, 207 Milton Bennion Hall, University of Utah, Salt Lake City, Utah 84112 (Planning Committee 1971) (70, 71)

52. MOSS, ROY B., Audiovisual Center, Grambling College, P. O. Box 61, Grambling, Louisiana 71245 (70, 71)

53. MYATT, BARBARA, Instructor, College of Education, University of Georgia, Athens, Georgia 30601 (71)

54. MYERS, DENNIS, Syracuse University, Center for Instructional Communications, 121 College Place, Syracuse, New York 13210 (Iowa Committee) (67, 69, 71)

55. OGLESBY, WILLIAM B., Director, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (Associate Chairman and Conference Manager, Iowa Committee) (68, 69, 70, 71)

56. REIERSON, CAPT. DONALD E., San Diego Police Department, 801 Market Street, San Diego, California 92112 Ref. #15.06 (71)

57. ROBERTS, CHARLIE W., JR., Assistant Professor, College of Education, Louisiana State University, Baton Rouge, Louisiana 70803 (Planning Committee 1971) (68, 69, 71)

58. ROOS, WILLIAM D., Director, Audiovisual Services, South Dakota School of Mines & Technology, Rapid City, South Dakota 57701 (71)

59. ROSONKE, DICK, Media Consultant, Media Development, Room C306 EH, The University of Iowa, Iowa City, Iowa 52240 (71)

60. SARENPA, DENNIS, Professor of Education, Mankato State College, Mankato, Minnesota 56001 (71)

61. SCHWEN, THOMAS, Audiovisual Center, Indiana University, Bloomington, Indiana 47401 (71)

62. SEEMUTH, CHARLES, Photographic Service, The University of Iowa, Iowa City, Iowa 52240 (Photographer, Iowa Committee) (71)

63. SMITH, CAROLYN, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (Conference Secretary, Iowa Committee) (70, 71)

64. SMITH, JAMES, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (Transportation and AV Equipment, Iowa Committee) (70, 71)

65. SPILLERS, DAVID S., 202 Elderberry Drive, Levittown, Pennsylvania 19054 (Temple University) (71)

66. STEEN, LESLIE E., JR., Instructional Media Director, Lansing School District, 3426 South Cedar Street, Lansing, Michigan 48910 (71)

67. SUCHESK, ARTHUR, Director, Instructional Media & Systems Division, Southern California Regional Occupational Center, 2300 Crenshaw Blvd., Torrence, California 90501 (Planning Committee 71) (69, 70, 71)

68. TAYLOR, RALPH, Multi-Media Center, University of Maine at Farmington, Farmington, Maine 04938 (71)

69. TEAF, ADRIAN R., District AV Coordinator, Greenville School, 4031 Kennett Pike, Greenville, Delaware 19807 (71)

70. THYNE, HELEN, Churchill Films, 662 North Robertson Blvd., Los Angeles, California 90069 (NAVA) (71)

71. VADA, ARVID, Forstelaerer, First Teacher, Nordmore Yrkesskole, 6600 Sunndalsora, Norway (71)

72. VERGIS, JOHN P., Professor of Education, Arizona State University, Tempe, Arizona 85281 (60, 63, 66, 71)

73. VICK, NANCY, Director, Media Center, Charlotte County Public Schools, Charlotte Court House, Virginia 23923 (71)

74. VOEGEL, GEORGE H., Dean, Harper College, Roselle Algonquin Road, Palatine, Illinois 60067 (71)

75. WALLINGTON, C. JAMES, Director of Publications, Association for Educational Communications and Technology, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (71)

76. WEST, CLINTON, Media Specialist, Bureau of Libraries and Technology, U. S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (71)

77. WEST, STEVEN E., Director, West Virginia State College, Instructional Communications Center, Institute, West Virginia 25112 (71)

78. WILLIAMS, FRED, Associate Professor, College of Education, Bowling Green State University, Bowling Green, Ohio 43402 (71)

79. WILSON, JOHN A., Administrative Assistant for Instructional Services, Indiana State Department of Public Instruction, Room 229, State House, Indianpolis, Indiana (71)

80. ZAZZERA, ED, President, Educational Development Laboratories, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 (71)

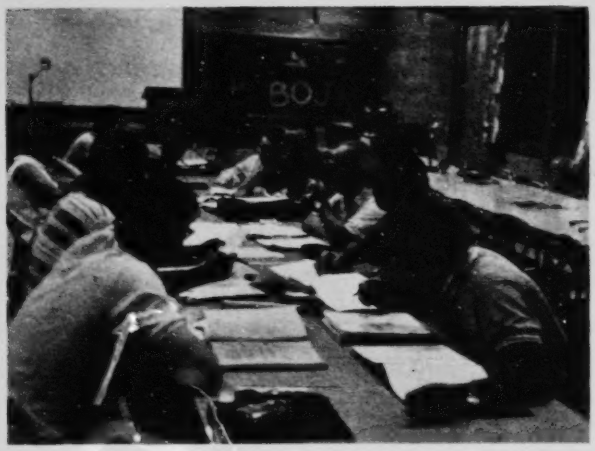
CONFERENCE GUEST:

PENN, VIVIAN-SUE, 868 Brookside Drive, Toms River, New Jersey 08753 (71)

* * * * * *

LANNING COMMITTEE FOR THE 1971 OKOBOJI CONFERENCE

As with any successful meeting, it takes considerable planning to make the conference operate in a smooth manner, with the least amount of friction and waste of delegates time. At the close of the 1970 conference, President-Elect at that time, Robert Heinich, appointed the 1971 Okoboji Planning Committee. This made it possible to have a meeting prior to the adjournment of the 1970 conference to select the theme for 1971 and outline the duties and time schedule of the committee. The Planning Committee appointed were as follows:



PLANNING COMMITTEE: Acting Chairman of the Planning Committee, Arthur Suchesk, chairs the last meeting of the committee prior to the opening of the 1971 conference.

Lew Saks, Chairman
Philip Carlock
Joseph Giorgio
Sister Sigrid Hutcheson
Roger Kueter
Dale Montgomery
Arthur Suchesk
Charles Vento
William B. Oglesby, Ex Officio
Robert Heinich, Ex Officio
Lee Cochran, Ex Officio

The committee selected the theme for 1971 as: "Accountability and the Media Professional."

The Planning Committee held its second meeting in Philadelphia, Pennsylvania, during the 1971 AECT Convention, where it made final selection of graduate students to be invited, resource delegates, and planned the

(Planning Committee meeting continued)

preliminary opening of the conference. The third meeting of the committee was on August 21, 1971, just prior to the opening of the 1971 Okoboji Conference. At this meeting final plans were made to open the conference, and until such time the co-chairmen are elected. The various committees to handle certain activities during the meeting were appointed, including a nominating committee for electing co-chairmen. In retrospect, the Planning Committee 1971 laid a strong foundation for the meeting, and any success of the meeting is due to their dedicated planning. In the experience of the editor, it is much harder to plan an unstructured conference than one where speakers are selected, topics assigned, etc.

* * * * * *

FIRST GENERAL SESSION

Sunday, August 22, 1971
7:30 p. m.
Presiding: William B. Oglesby, Associate Chairman, Iowa Committee for Okoboji Conferences

I. Dr. Oglesby gave the opening prayer:

Our gracious heavenly Father, in the quiet of this lovely evening, we pause to give thee thanks... thanks for life itself, for friendships old and renewed ...for friendships yet to be made...for this great land of ours which freely nurtures the opportunity to dissent and resist as well as to agree and to build.

Keep us, O Lord, ever mindful that we are your children, and as such we are to one another, brothers! Deliver us from separating self-probe, so that working together we might fashion a more loving world among people and with Thee.

Lord, as you do hold us accountable, may we in turn take stock of ourselves, and be lead to a more thoughtful consideration of those possessions and resources, both material and human, which you have so graciously entrusted into our care.

Our Father, in the days that follow, give each of us the courage to dare, the wisdom to decide, the conscience to care, the strength to confront, the release of laughter, the support of friends, and the stimulation of accomplishment...Amen

(First General Session continued)

II. To officially welcome you and get this 17th annual conference underway, I am honored to present my good friend and colleague... Mr. Okoboji himself, Lee Cochran.

Cochran welcomes delegates - First General Session

"Welcome to the Iowa Lakeside Laboratory and to the Okoboji Conference. We not only welcome you to this conference held on the shores of West Lake Okoboji, but to the State of Iowa, since we who have spent most of our life here think it is a great state and a good place to live. Oh yes, we have our problems as all states are having with drugs, student unrest, and financial problems for our schools and public services. The name of Iowa came from the Indians in central Iowa, the slogan "Hawkeye State" came from one of the famous Indian chiefs, Black Hawk. The Iowa slogan, recently adopted, is "A Place to Grow." While you are in Iowa we hope you accept the challenge of mental growth and leadership growth during the coming week. What is the Okoboji Conference? We like to think of it as a place you can come to meet in an unstructured conference and, rather than listen to the 'so-called experts,' you are the experts that will make this conference a success. Here in this quiet area away from the distractions of the world about us, perhaps we can come up with a series of working papers on the theme of 'Accountability.' This is a conference where self-satisfaction or individual challenge is not the goal."

Carlock with Saks' sweater

III. Following the welcome, Mr. Cochran presented the film, "The Okoboji Experience."

IV. Mr. Cochran called on Lida M. Cochran to make a presentation to the Acting Chairman, Philip Carlock, since Lew Saks, Chairman of the Planning Committee, could not attend the conference. The previous year, Lew had left an old moth-eaten sweater at Okoboji, and told the Iowa Committee members to throw it away. We brought it back to Iowa City and Lida spent many hours embroidering Okoboji "Mystique Flowers" to cover the holes. An appropriate fable was composed for the presentation.

(First General Session continued)

V. Mr. Cochran introduced Philip D. Carlock, St. Louis, Acting Chairman of the Planning Committee (Lew Saks did not attend due to sickness of a close relative) and presented him with the Okoboji gavel.

VI. Dr. Carlock introduced the keynote speaker, David D. Darland, National Commission on Teacher Education and Professional Standards, NEA, Washington, D. C., who spoke to the theme of "Accountability and the Media Professional."

Philip D. Carlock congratulated by Lee W. Cochran (r)

ACCOUNTABILITY AND THE MEDIA PROFESSIONAL
by D. D. Darland

"In all candor, please understand that I am not an expert in media, educational technology or communications. However, in one way, my being a non-expert has its advantages. I'm in the liberated position of not knowing what can't be done. I guess we all rather cherish the free wheeling position.

D. D. Darland

In my opinion, our educational problems are too complex, too interrelated, and too disquieting to individually take ourselves too seriously. Possibly we'd fare better by playing it loose as the youngsters say. It may even broaden our horizons and especially it might help us to hear the other fellow. At any rate, the condition in which we find ourselves today as educators will require more understanding and an ever greater sense of humor if we are to be productive, humane, and rational. In this regard, it's long been an interest of mine to look historically at how great leaders have dealt with crisis. Most generally, such leaders maintained a great sense of humor. One classic example will illustrate. At a time when the German submarines had Britain on her knees, Winston Churchill's sense of humor flourished. Once while aboard the flagship of the British Navy making a tour of the English Channel during a stormy night, a minesweeper came too close to the flagship and a huge roll caused the minesweeper to just 'tick' the flagship. The worried minesweeper captain said to his crew, 'Now we'll really hear from the

old man.' Sure enough a minute later the following message was signaled via the blinker from the flagship, 'You touch me again and I'll scream.' This was great leadership. How much better than giving a subordinate hell, and what an invitation to develop understanding at a time of extreme crisis.

A strong case can be made that for time and place American education is in greater crisis than at anytime in our history. Such a case can also be made that for time and place the United States is in greater crisis than ever in our history. And education is reflecting the condition. At any rate, the context in which we find ourselves merit some comment.

There is no historical precedent for our present condition. Currently, we are faced with at least three developments which in combination produce problems and possibilities never before faced by man. These developments are (1) The ability of mankind today to commit the irretrievable error which could destroy mankind and perhaps even the earth; (2) The time-space collapse, which has made instant news, - instant worldwide communication possible; and (3) The extension of man's environment into outer space.

Technology is supreme, --but in and of itself it is neutral. It's the values of man that will make a difference. Will we use technology to fulfill our dreams of equity for all and the good life or will we continue the plunder of people and planet?

A major problem we face as educators is what may be called the simple solution syndrome, --a typical example runs something like this: If we can go to the moon, why can't we solve our educational problems. What is often overlooked is that one is basically a mechanistic and technical problem, the other basically a human problem. Nevertheless if we accept the definition of technology as application of knowledge for practical ends then technology is essential in solving our educational needs. Maybe our problem is to know what practical ends are most desirable in education. For example: if one believes that education should be a continuous lifelong process whereby people are learning and relearning to (1) cope as a citizen in a complex world society; (2) enjoy a viable vocation; (3) engage directly in culture carrying activities; and (4) develop a keen sensitivity for humanity and its improvement--then surely such persons wont see reading as an end for education--and they'll be a little dubious of any program which would project such an idea. However, most certainly some would have the accountability of educators determined by very narrow definitions. Lessinger says: "Accountability is a regular public report by independent reviewers of demonstrated student accomplishment promised for expenditure of resource." The key to this definition is: "demonstrated student accomplishment." And generally speaking accomplishment in this context means doing better on an objective test. This concept of education has produced the vogue of performance contracts and similar approaches, which certainly have some lessons for us, but they are not panaceas. Obviously there are measurable accomplishments necessary for acquiring an education. But let's not be so irresponsible as to confuse training for education. This would hardly constitute being accountable as an educator.

(Darland's keynote address continued)

There also is the problem of being so vague as to assume desirable outcomes from totally informal situations where students are unleashed to do their thing. This position assumes little if any guidance or direction. Teacher and institutional accountability to student determined processes become the touchstone. Student desires govern needs and the goal of education becomes desire fufillment. Surely the intuition of children and youth should not be the sole basis of determining the goals of education--but neither can the desires of children and youth be overlooked or what is determined as desirable by others will be vetoed by the young: And we all know this is happening.

The new conditions in which man has found himself has produced confusion relative to the role of education in our society. This was bound to produce demands for educators being accountable.

However in my opinion, there does not exist any philosophically sound concept of accountability for educators at this moment. (Moreover, maybe accountable is not the right idea.) Possibly the word should be responsibility. However, whatever the concept or word, we cannot ignore the demands being made for radical educational reform in the United States. (And here I use the word radical in its classic sense of meaning that is, "Proceeding from the roots.") Surely we must rise above the carping and help to creatively evolve a new reformation of education. Obviously, reformation assumes something better than we have. To deal with quality requires a philosophy which demands constant definition of needs. And in the educational world needs determine values and values determine our goals. So we must be very sure that our goals are based on real needs and not merely wants or desires alone.

Maybe the current demand for a variety of forms of accountability can be transposed into new opportunities to transform education which also means transforming professional personnel. There are choices to be made which will require a great deal of interaction, understanding and mutual respect.

Members of the teaching profession must devise means of becoming more responsible and accountable in at least the ways discussed below:

1. The continuous redefining with the public the goals of education.

2. The creation of viable forms of evaluation of educational programs to determine whether such programs are meeting goals and if not, look at both programs and goals and adjust accordingly.

3. The creation of machinery for establishing specific levels of performance for both those entering the profession and those remaining in it.

4. The defining of specific commitments to students and parents.

(Darland's keynote address continued)

But here we have a major dilemma. The teaching profession is comprised of a fragmented group of specialists each more or less going their own way. People in the teaching profession work at a variety of tasks in a variety of institutions, agencies and organizations. Teaching has never become a professional entity capable of governing its own standards. As a result we have more or less anarchy whereby the sum of the whole is less than the sum of the parts. We undo each other.

The teaching profession does not govern who enters or stays in the profession. How can such a profession then be accountable? Moreover many professional personnel are tied into an obsolete educational system which renders delivering competent services next to impossible. Teachers have very little control over the conditions in which they teach. And this situation extends to most of the specialty groups including the media professionals. How then can an individual be accountable?

Anyone familiar with our current educational system knows that in-service education must become a part of every professional's regular assignment. This isn't something to be gleaned by way of mass released time for a conference. This is an individual problem for every professional. How can one be accountable if one doesn't have built-in opportunity for continuous in-service education and training--more and more classroom teachers and speciality personnel are perceiving that there must be some new machinery which defines and fixes responsibility for standards and the governance of the teaching profession.

In recent days, the National Education Association released a proposed Model Teacher Licensure Act for the various states. Some have viewed this as an attempt to take over teacher education.

Maybe we sometimes take ourselves too seriously. For an organization to take over teacher education would be not only impossible, but more importantly, it would be to emulate what some feel now exists, namely that teacher education has been controlled by too few interests. Furthermore, even if the Model Act proposed by the NEA were to be passed in every state tomorrow, the power to determine the processes of certification and accreditation would be spread over a much broader area of professional interests. And in addition, these powers would have only limited facility as to the total spectrum of educating teachers.

The Model Licensure Act proposed by the NEA would place the power to license and accredit programs in the hands of a professional standards board in each state. It could be a leverage for improvement and needed change, and it would surely create a formal feedback relationship between preparation institutions and practitioners in the field. But at best, such an act is only part of the answer. It is people who make the difference, but they do need a point of departure.

(Darland's keynote address continued)

What is now needed is a new dialogue in a new spirit if the teaching profession is to move forward in a constructive manner. There will be great differences of opinion. There will be some heat--so be it! But someone must take the initiative in the teacher education world for creating a professional entity that offers involvement to all in the profession. And what happens to the profession is inextricably related to what happens to children.

In any or all of the above endeavors the media people must be front and center... This is true because the media professionals have within their speciality the skills and knowledge which are imperative if we are to bring about reforms and become accountable. Educational technology is probably the most underused resource in American education. It won't work itself. It's people who will make the difference.

Accordingly, speciality groups must discover who they are. They must invent ways of being involved with the total profession in the enterprise of establishing a governance for the teaching profession. This probably indicates the necessity of much greater assertion by such groups as media professionals in the establishment of performance criteria for those who enter and stay in the profession. But there must be machinery developed to make such criteria stick. This will probably require legislation in most states.

Currently we are witnessing ever evolving redefinition of the teacher on the American scene. The teacher is more and more expected to diagnose individuals, prescribe for them, develop materials and evaluate programs for individuals. This calls for a whole new conception of the deployment of talent and resources for reaching educational goals. (It also calls for a new concept of a school.) And to make this possible, especially media professionals must, in my opinion, assume a greater role. We are in a new type of enterprise. We must now individualize programs (do not confuse with individualized instruction) for children and youth if we are to provide for each of them to learn on a continuous basis throughout life. We must create the conditions to make this possible. Does anyone believe that this could even be remotely possible without the use of new technology? Moreover, the classroom teacher must be afforded a more appropriate role as indicated earlier. In cases where this is beginning to happen the specialists take on a new importance--as does the teacher. When the teacher is thwarted, inhibited and not involved they turn inward and turn off. I'm asserting that when the classroom teachers are afforded greater opportunity to control the conditions under which they function a whole new relationship between the generalists and the specialists will evolve. And this relates to accountability among professionals. There is all kinds of evidence in other professions to indicate that when the generalists are more autonomous the specialists assume a greater role and even more prestige in the respective enterprise or profession.

It is my contention that the teaching profession will never be able to be accountable for optimum educational services under the existing conditions. But we are our own worst enemy. We squabble among ourselves. For

(Darland's keynote address continued)

example, we have never clearly delineated the difference between governing our own standards as a profession and the control of education. This issue comes down to the age old argument as to whether those who are most effected or those best prepared and competent should make decisions. But it makes a great deal of difference as to whether broad policy decisions are being considered or decisions requiring a high degree of technical competence. But in the teaching field we have not collectively decided to assume the traditional role expected of other professions and until we do we cannot be really accountable to the public, our colleagues or children and youth. Moreover, we will continue to be pushed from pillar to post. Surely, we must have the courage to do what we need to do to assume responsibility for governing our own profession, its standards and its maintenance. This does not presume to exclude the public, but to be accountable to them. Obviously, a part of governance is evaluation by external means and this the public should always expect. Moreover, teaching could learn from other professions and not make the same errors.

But let's quit ducking behind the old dodge that we are a public profession and, therefore, the public must be directly involved in every decision about everything related to teaching. Long ago Lord Russell noted that 'absolute participatory democracy will make democratic institutions impossible.' There comes a time when in the interests of the public welfare representative government must delegate certain rights in its own interests. If these rights are abused they can be negated and the public should so demand.

I repeat we cannot survive as a civilization without assuming some new responsibilities for improving the conditions in which we find ourselves. Media professionals must become a key force if we are to do so."

* * *

(First General Session continued)

VII. Following Dr. Darland's keynote, there was a question-answer period. Many questions were asked about definition and need for accountability. He fielded the questions very diligently, providing additional information about specific statements.

VIII. Acting Chairman Carlock announced that there would be a meeting of the Planning Committee immediately following the general session. He also announced that those participants who had not submitted their "concerns" would be denied certain privileges until they were turned in.

IX. Adjourned at 10:00 p. m.

* * * * * *

SECOND GENERAL SESSION

Monday, August 23, 1971
8:00 a. m.
Presiding: Philip Carlock, Chairman

I. All delegates introduced themselves, where they were from, and their position. Lee W. Cochran introduced the members of the Iowa Committee and responsibility of each person.

II. Chairman Carlock asked Harold Hill to present the four candidates for Co-Chairmen of the 17th Okoboji Conference. The vote was held and Philip Carlock and Charlie Roberts, Jr., were elected to the positions.

III. Chairman Carlock announced the following committees for the 1971 Conference as follows:

A. NOMINATING COMMITTEE, who had been appointed the previous day to prepare the slate of officers for co-chairmen were: Harold Hill, Chairman, Arthur Lalime, and John Vergis.

B. RESOLUTIONS COMMITTEE: James Wallington, Chairman, and one member from each of the discussion groups to be appointed later.

C. PRESS COMMITTEE: Edward Anderson and Boyd Bolvin

D. NEWSLETTER COMMITTEE: Leone Lake, Editor-in-Chief; Editor's staff: Wilma Daniels, Ralph Holloway, Assistant Editors; Staff: Ann Clark, Carolyn Smith, James Wallington, and John Vergis

E. RECREATIONAL COMMITTEE: Helen Thyne, Chairman; James Wallington, Charles Hinger, Donald Reierson, Charles Miller, Charlie Roberts, Dennis Myers - Staff Liaison.

F. CONFERENCE SUMMARIZER: John Vergis

G. CHAIRMAN OF REST AND NIT-PICKING: Harold Hill

H. AUDIO RECORDER: Robert Lindemeyer

I. PHOTOGRAPHERS: Charles Seemuth and Dennis Myers

J. CHAIRMAN OF HOUSING: Loren Forbes

K. CHAIRMAN OF AIRPORT TRANSPORTATION: James Smith

L. OFFICE OPERATIONS: Ann Clark, Secretary to Conference Manager and Treasurer, assisted by Carolyn Smith. At rush times, any of the delegates or members of the Iowa Committee who are available to work.

M. Chairman Carlock announced that members of the Planning Committee for 1971 would serve as a STEERING COMMITTEE during the conference.

IV. Coffee break at 10:15 a. m. During the coffee break Chairman Carlock asked the Steering Committee to meet with him.

V. The Okoboji Gavel was presented to Co-Chairmen Carlock and Roberts by Harold Hill.

Chairmen Carlock and Roberts present Harold Hill with badge and gavel as Chairman of Rest and Nit-Picking.

VI. Charlie Roberts - Chairman. The first question to come before the conference was whether there should be any changes in the theme before discussion started relating to "Accountability and the Media Professional." After some discussion it was moved and seconded that the theme stay as stated. Carried.

VII. Chairman Roberts appointed six temporary groups which were to report back on possible small group discussion topics at a continuation of the Second General Session at 11:30 a. m. He also appointed an Ad-Hoc Committee composed of Edward Anderson, Chairman; Roy Moss, and Charles Hunger to consolidate topics previously submitted and taken from the delegates' "concerns".

VIII. The continuation of the general session started at 11:38 a. m. and all suggestions for small group topics were given to Anderson and his committee to consolidate them following lunch.

IX. Adjourned at 11:47 a. m.

* * * * * *

THIRD GENERAL SESSION

Monday, August 23, 1971
1:30 p. m.
Presiding: Philip Carlock

I. Lida M. Cochran gave a complete description of the resources available to the delegates such as books, clippings, tapes, microfiche materials and readers. All materials were indexed in the new library located just west of Mahan Hall.

II. Edward Anderson, Chairman, Ad-Hoc Committee on selection of topics for small discussion groups, reported the recommendations of his committee. Eight possible topics were selected and presented to the group for discussion. Of the eight possible sub-topics presented, the group selected six as follows:

1. The Media Professional: Accountable to Whom?
2. Accountability as a Factor in Humanizing Learning
3. Accountability: An Operational Philosophy

(Third General Session continued)

4. Accountability Implementation Process
5. Accountability: Teacher Education, Certification and Accountability for Media Professionals*
6. The Effects of Accountability on Curriculum and Instructional Design

*Note: Topic E above was divided into two groups, primarily because it was a very large group, and some wanted to study certain phases. In the final reports included in this Summary Report, there will be a report on 5A, studying primarily the teacher, and 5B, looking in depth at the media professional.

III. In addition to the above named study groups there was an Ad-Hoc Committee of four members who met on Monday to clarify terminology.

IV. Chairman Carlock charged the groups to 1) elect a permanent chairman to serve as the leader, one who would be responsible to see that a final corrected copy of each report is turned in at the close of the meeting, after it has been approved in general session; 2) each group would elect a recorder and in addition to keeping a record of all group sessions, would provide the newsletter Blabbermouth with information regarding progress of the group; 3) each group must list in their report all members in the group, showing chairman and recorder.

V. The third session adjourned at 2:40 p. m. The next meeting of the general session would be held at 7:30 p. m. This would allow ample time to organize the discussion groups and start studying their specific topic.

* * * * * *

FOURTH GENERAL SESSION

Monday, August 23, 1971
7:30 p. m.
Presiding: Charlie Roberts, Jr.

I. Charlie Roberts led the group singing, with Richard Hubbard at the piano.

II. A tape recording from Lewis Saks, Chairman, Planning Committee, was played. He could not be present, but he sent greetings to the delegates and expressed his sorrow at not being able to attend. He charged the delegates to build on the keynoter's challenge. (This tape was played in part on Sunday evening, but due to mechanical problems, was delayed.)

III. Richard Hubbard was appointed parlimentarian for the conference.

IV. Chairman Roberts called on the discussion group chairmen to give a short progress report in order to avoid possible duplication or conflict with other groups. The groups reported in reverse order as follows:

(Fourth General Session continued)

GROUP 6: Chairman, Dick Rosonke - During their first meeting, the group came up with six major problems relating to their topic, "The Effects of Accountability on Curriculum Development and Instructional Design."

GROUP 5: Chairman, Edward Anderson - This group, studying the philosophy inherent in "Accountability - Professional Education, Preparation, Certification, Performance," asked for reports from resource people as follows:

James Wallington - JIMS Study
Dennis Myers - Syracuse Study
Clint West - Media Specialist Program in USOE
Edward Zazzera - Interim Report concerning education by contract, as experienced by EDL/McGraw-Hill in the Texarkana Project

GROUP 4: Chairman, Richard Hubbard - The group briefly discussed definitions of accountability and its relation to a model or possible models.

GROUP 3: Chairman, Hans Moll - In discussing "Philosophical, Legal and Political Aspects of Accountability," a brief report indicated this group's thought that a philosophical approach is central to all aspects of accountability. They decided to explore this area with emphasis on social indicators and implications. Thomas Harries gave a brief resume of an unpublished paper he is working on at Michigan State University entitled, "Instructional Design/Accountability."

V. Harold Hill, Chairman of Rest, called for a short break at 8:37 p. m. Meeting called back to order at 8:45 p. m.

GROUP 2: Chairman, Jack Blake - This group, discussing "The Role of Accountability in Humanizing the Learning Process" indicated the target is the individual. Wayne Berry presented a model on a transparency. William May presented several assumptions the group hoped to explore. It was further stated that "under optimal conditions" if you can measure entrance behavior, you can prescribe the learning process and predict the learning outcome.

GROUP 1: Chairman, Edward E. Lewis - Group one started by constructing a model to identify "To Whom Are We Accountable?"

SPECIAL AD-HOC COMMITTEE ON TERMINOLOGY: Chairman, Michael H. Molenda.

DEFINITION OF ACCOUNTABILITY[1]--Refers to the process of expecting an individual or group to answer to someone for accomplishing specific things according to specific standards on predetermined criteria.

The goals, objectives, means, and evaluation are mutually agreed upon and relate to processes over which the agent has control.

	EMPHASIS	KEY WORDS
ACCOUNTABILITY[2]	Output-oriented management methods →	Program planning and budget management by objectives-cost-effectiveness
ACCOUNTABILITY[3]	Political accountability →	Decentralization-community control-voucher plans-alternative education-responsiveness
ACCOUNTABILITY[4]	Performance contracting →	Third party contractor-specified costs-turnkey operation-independent audit-penalties
ACCOUNTABILITY[5]	Educational audit →	Objective assessment-independent agency-comparison of schools-inspectorate function
ACCOUNTABILITY[6]	Instructional systems design →	Instructional objectives-team approach-evaluation, feedback and revision-cost/effectiveness

(Fourth General Session continued)

VI. About every three years an ad-hoc committee to study and evaluate the Okoboji Conference is appointed to look toward improvements, and where this conference should be going in the next few years. The Ad-Hoc Committee appointed were: John Vergis, Chairman; Harold Hill, Arthur Lalime*, and Robert Heinich.

*Arthur Lalime is the only member of the committee who is not an officer or on the Board of Directors of AECT this year.

VII. Adjourned at 9:27 p. m.

* * * * * *

FIFTH GENERAL SESSION

Tuesday, August 24, 1971
8:00 a. m.
Presiding: Philip Carlock

I. The morning session was opened with group singing.

II. A report was given by John A. Wilson on his Study of Performance Contracting.

Contractors presume that the school is a learning situation. Individualized instruction is not the same as "personalized" instruction. Performance contracting is a process, not a thing.

One of the most impressive performance contracts studied was at Cherry Creek, Colorado. This was an internal contract with the teachers to work with 50 drop-out students. Their goal was to make it possible for the students to re-enter the school system. A highly individualized and interdisciplinary approach was used and was very successful except that the students did not want to return to regular school, but chose to remain in the special project. The high school is now working on a similar interdisciplinary approach and will be the one to change.

In Gary, Indiana, Behavioral Research Laboratories took over one school, and found that it is difficult to impose their system on the teachers. The process has changed from the "demonstration of a system" to the "development of a system."

III. The study groups are to return to a general session at 3:00 p. m. with 80 copies of the first draft of their reports. Copies will be distributed. As the chairman of each group is called upon, the delegates will have three minutes to read the report and seven minutes to respond and question.

IV. Adjourned at 8:17 a. m.

* * * * * *

SIXTH GENERAL SESSION

Tuesday, August 24, 1971
3:20 p. m.
Presiding: Charlie Roberts

I. Announcement was made that press releases should be picked up and filled out by those wishing information sent to their hometown newspapers.

II. Group pictures will be taken during the general session on Wednesday morning.

III. Following is a progress report by Dr. Darland of his observations the first two and one-half days of the meeting:

> In terms of complexity of problems considered, this conference is ahead of similar conferences attended by Dr. Darland. He too is interested in the Cherry Creek Project. "Thank God, for drop-outs. If it weren't for the indigent people, how could we experiment?" The result of these pilot projects is that normal and bright kids are asking now:"Why don't we get this kind of education, too?"
>
> Advice to delegates at the conference:
>
> 1. Don't try to define "accountability" too tightly.
> 2. Don't rush to your conclusions. Take time to make sure that your ideas are fully developed.
> 3. You don't always have to know the cause before you treat the condition. Avoid the paralysis of analysis. Move in to improve the condition.
> 4. Delimit goals (but it must be done on some kind of agreed-upon context). Play it loose, so that goals may be changed as progress is made.

IV. Group reports were presented.

Group 1, "The Media Professional: Accountable to Whom?" was presented by E. Eugene Lewis, Chairman. Discussion followed.

Group 2, "The Role of Accountability in Humanizing the Learning Process," was presented by Jack Blake, Chairman. Discussion followed. It was suggested that the Committee on Definitions and Terminology set up a definition for "humanization."

Group 3, "Accountability and the Media Professional: An Operational Philosophy," was presented by Hans Moll, Chairman. Discussion followed. They were charged to recognize what others are working on and develop a philosophy relative to a discipline for the media profession.

Group 4, "Accountability Implementation Process," was presented by Richard Hubbard, Chairman. Discussion followed.

Group 5 announced that the topic seemed too large for all to consider and so two groups were formed.

(Sixth General Session continued)

Group 5A, "Accountability: Teacher Education--Preparation--Performance and Certification Standards," Edward Anderson, Chairman. Discussion followed.

Group 5B, "Certification Based on the Domain of Instructional Technology as a Key to Accountability," James Wallington and Dennis Myers reporting. Discussion followed with some question over the definition of "media professional" vs. "media profession."

Group 6, "The Effects of Accountability on Curriculum Development and Instructional Design," Richard Rosonke, Chairman. As part of the report from the group, a questionnaire was distributed to the delegates.

V. All group committee chairmen were asked to meet with the conference co-chairmen immediately following the general session.

VI. William Oglesby announced the schedule for the Tuesday night out and the corn-eating contest to be held at dinner.

VII. Adjourned at 4:44 p. m.

* * * * * *

SEVENTH GENERAL SESSION

Wednesday, August 25, 1971
8:08 a. m.
Presiding: Philip Carlock

I. Announcement was made that a meeting of the Ad-Hoc Okoboji Evaluation Committee would be held immediately after the close of this general session in Mahan Hall.

II. The first draft of the final report of each group is due at 4:00 p. m. Wednesday. Committee chairmen are charged to be in Mahan Hall with 80 copies of their report at that time. All delegates are to be present to pick up their copies of the reports. The next session will convene at 7:30 p. m. Groups will be allowed 10 minutes for oral presentation of reports and 20 minutes for questions and suggestions from the group.

III. Frank Del Bosco led the group in singing.

IV. It was announced that the group pictures would be taken immediately following adjournment of the 7th General Session at 8:17 a. m.

EIGHTH GENERAL SESSION

Wednesday, August 25, 1971
8:05 p. m.
Presiding: Charlie Roberts

I. Announcement was made that all committee chairmen will meet immediately after the general session.

II. Committee chairmen were asked to present the first draft of their final report. Michael Molenda, Chairman of Committee on Definitions and Terminology, presented definition of "humanization." -- the act or process of becoming humane.

III. Hans Moll, Chairman, Group 3, presented "Accountability and the Media Professional: An Operational Philosophy." Discussion followed concerning the definition of "media professional." There was disagreement between whether the definition should be a broad one which applied to all professionals, or one which refers specifically to the educational media specialist.

IV. Chairman of Rest, Harold Hill, announced a recess with the session being resumed at 8:44 p. m.

V. E. E. Lewis, Chairman of Group 1, presented "The Media Professional: Accountable to Whom." The report called for the use of the terms "media profession," "media professional," and "media professionals," all in different contexts. It was moved by Jack Wilson and seconded by Harold Hill that the term "media professionals" be adopted. Motion defeated.

VI. It was moved and seconded that Group 1 be charged to define a broader umbrella to include media professional. Motion defeated. Discussion continued in an effort to define limits of accountability.

VII. Chairman of Rest Hill declared a recess, with session reconvening at 9:42 p. m.

VIII. "Accountability as a Factor in Humanizing the Learning Process," was the topic presented by Jack Blake, Chairman, Group 2. Discussion followed.

IX. Richard Hubbard, Chairman, Group 4, presented "Accountability Implementation Processes." They changed the title of their report from "Model for Implementation of Accountability Programs" to the above listed title, because it is now a process that is developmental and evaluative, not a "model." Thomas Schwen reported on the "evaluative approach" contained in the report and Thomas Harries reported on the "developmental process" in the report.

(Eighth General Session continued)

X. Edward Anderson, Chairman, Group 5A, presented their report on "Accountability: Teacher Education--Preparation, Performance and Certification Standards." Discussion followed.

Dennis Myers and James Wallington, Co-Chairmen of Group 5B, presented their first draft of the final report on "Certificated Based on the Domain of Instructional Technology as a Key to Accountability." Discussion followed.

XI. Chairman of Group 6, Dick Rosonke, reported on "The Effects of Accountability on Curriculum Development and Instructional Design." Mr. Rosonke said that their report was not complete. Chairman Roberts ruled that a written report must be presented before it can be discussed and accepted or rejected by the conferees.

XII. William Oglesby announced that the 1972 Planning Committee would select a topic for the 18th Okoboji Conference from those suggested by the group. Suggestions to be turned in by Thursday noon.

XIII. Adjourned at 11:36 p. m.

* * * * * *

NINTH GENERAL SESSION

Thursday, August 26, 1971
8:03 a. m.
Presiding: Phil Carlock

I. Announcement was made that the committee chairmen must report resolutions which they wish made by the conference before 3:00 p. m.

II. All final reports must be completed with 80 copies available by 3:00 p. m. at the 10th General Session. (Each group must make available by 7:00 p. m, three corrected copies of its report for the use of the conference recorder.

III. Adjourned at 8:12 a. m.

* * * * * *

TENTH GENERAL SESSION

Thursday, August 26, 1971
3:15 p. m.
Presiding: Charlie Roberts

I. Dr. Robert Heinich, President of AECT, was introduced to report on AECT activities.

II. Dr. Heinich announced that the Lake Okoboji Leadership Conference Planning Committee for 1971-72 would consist of: Charlie Roberts, Chairman; Michael Molenda, Wilma Daniels, Arthur Suchesk, Roy Moss, Roger Kueter, and Jack Wilson. Ex-officio members would be Jerrold Kemp, President-Elect, AECT; Lee Cochran, and William Oglesby. (Named by Executive Board, AECT)

III. He introduced the AECT Board of Directors' members present at the conference: Harold Hill, Richard Hubbard, William Oglesby, and James Wallington (representing Howard Hitchens, Executive Director of AECT.)

IV. Of the developments over the year, Dr. Heinich stated that the most significant was the formation of the Programs Standards Committee which consists of four task forces to develop guidelines. They are: (1) Building level guidelines, Robert Jarecki, Chairman; (2) School district level guidelines, Joseph Giorgio, Chairman; (3) Two-year college guidelines, Goerge Ingham, Chairman; and (4) College and university guidelines, Gaylen Kelley, Chairman.

V. AECT has received a $9,000 grant from U. S. O. E. for establishment of a Definitions and Technology Committee. Don Ely will chair the committee.

VI. In addition, an AECT Long-Range Planning Committee has been appointed with John Vergis as chairman to study: (1) overall publication program of AECT; (2) relationships with other associations; and (3) general financial structure of AECT.

VII. Dr. Heinich announced that the convention theme for 1972 was "Humanizing Learning through Technology." A larger degree of freedom has been established for divisions and affiliates to develop their own concurrent sessions.

VIII. He also reported that contracts negotiated by school districts in relation to media programs was a very touchy situation. At the NEA Constitutional Convention they ruled that:

A. No person can be a member of NEA who participates in contract negotiations contrary to teacher negotiations. This means that AASA is out of NEA, and possibly many other affiliate groups.

B. Every person now a member of a non-governing affiliate must be a member of NEA.

IX. In response to a question about the publication program of AECT, he stated that the newsletter had been extremely well received and the feeling was that it personalized the organization.

X. Harold Hill was introduced to report on the present situation concerning Cable Television. Dr. Hill stated that time is rapidly coming to a close to become involved in CATV. There is a move on the part of many public utilities to usurp CATV. The FCC has now ruled that CATV must have over 3,500 subscribers in order to start programming.

Dr. Hill urged that those present find out in their own local situation the following: (1) Is there an ordinance that has to do with CATV? (2) Does it specify a long-term license or a franchise? (3) What is the status and general condition concerning CATV in the community?

In the west, certain channels are franchised for public educational TV. Caution: Do not ask for one or two channels. Ask for a percentage of the channels available, as there will be more channels made available. If a community has considered a CATV franchise, insist that it include cabling at no cost to every educational building in the community. There should be no monthly rental for this service.

Present questions which should be asked are: If you offer things interesting to the public, can you get them on CATV? Can you program educational material that will appeal to people on CATV? Is your city council in danger of losing cable capabilities due to neglect of CATV possibilities or deadlines?

Dr. Hill recommended reading "Schools and Cable Television" available through the Division of Educational Technology (NEA), published in 1971. Also the article in Audiovisual Instruction, December 1968, "What Every Educator Should Know About CATV?"

He also recommended initiating or supporting legislation which required all contracting agencies to provide 20% of the lines available from CATV to be devoted for educational purposes.

XI. Chairman Roberts asked William Oglesby to report on the responses concerning next year's theme for the conference. He presented the following tabulation:

(Tenth General Session continued)

TOPIC	No. of votes
Library and AV roles	2
Communication	2
Facilities for Media	2
Accountability	4
Evaluation of Media	4
Philosophical Approach to the Media Field	5
Review of Past Okoboji Conferences	5
The Domain of Instructional Technology	5
Instructional Development	5
Media and Curriculum/Teacher	6
Media Profession	33
Identification	15
Training and Education	5
Standards and Certification	3
Leadership Development (emphasis on management techniques)	36

Chairman Roberts invited discussion from the group.

XII. John Vergis suggested that the Ad-Hoc Evaluation Committee on Future Okoboji Conferences report be given at this time, since it would be valuable in making the decision on what subject to select for 1972.

Lee Cochran reminded the chairman that in the past, the Okoboji Planning Committee has always selected the theme for the next conference, with recommendations from the delegates.

John Vergis gave a preliminary report of the Ad-Hoc Evaluation Committee. The complete report will be available to the Planning Committee at a later date.

XIII. Chairman Hill declared a recess, after which Philip Carlock requested that the AECT sound-slide presentation on Educational Leadership be shown.

XIV. Adjourned at 4:58 p. m.

* * * * * *

ELEVENTH GENERAL SESSION

Thursday, August 26, 1971
7:07 p. m.
Presiding: Philip Carlock

I. Chairman Carlock announced the ground rules for presentation of the final reports. They are as follows:

1. Group chairmen will make editorial corrections and indicate what content changes have been made.
2. Delegates may speak to that report not more than twice.
3. If a specific topic is being questioned, let the person in the reporting group who is most knowledgeable on the topic speak to the point.

(Eleventh General Session continued)

4. No talking across the room to other delegates except through the chair.
5. Request delegation to raise their hands before presenting the report in order to indicate whether they have had time to read it.

II. Chairman Carlock asked for a poll of delegates regarding their expenses for the conference. Eight delegates indicated that they received funds for attendance at the conference from their State AV Associations. Twenty-one indicated that they received the $50 fee for board and room from the school districts.

III. Final group reports were presented and accepted by the conferees after considerable discussion.

IV. Adjourned at 10:21 p. m.

FINAL STUDY COMMITTEE REPORTS AS REVISED:

It was suggested that by reading Group 3 report first, "Accountability and the Media Professional: An Operational Philosophy," might give more continuity to the reports.

REPORT OF STUDY COMMITTEE, GROUP 1:

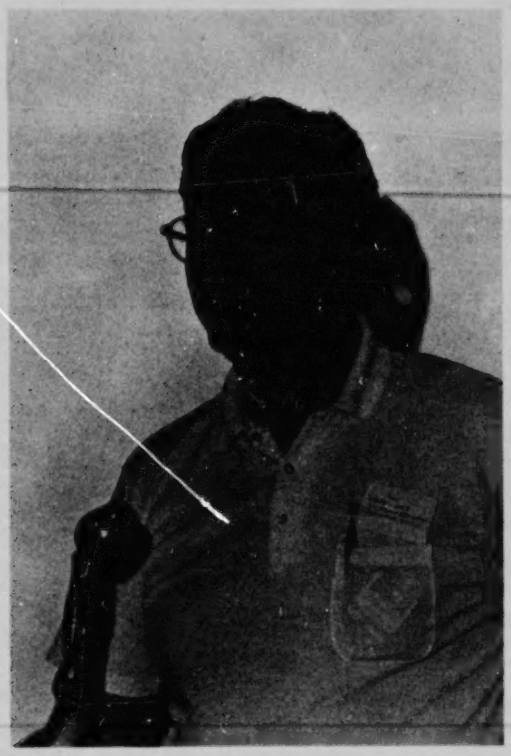
THE MEDIA PROFESSIONAL: ACCOUNTABLE TO WHOM?

I. Introduction

It is fortunate that the group which is submitting this report is composed of five public school media people (including one principal) and five college-university media people. The group consists of all first year Okoboji conference participants. This mix elicits a broad spectrum of thought and concerns relative to the media professional and accountability.

At the outset, the group readily agreed that the media professional is accountable for the learning outcomes of the individual learner. The avenues which would lead to the accomplishment of this goal also involve the media professional's concept of his own personal accountability. These avenues as diagrammed below imply areas of accountability which can either hinder or contribute to the accomplishment of the primary responsibility goal of the media professional.

Another fundamental concept basic to this discussion is that the degree of accountability is directly proportional to the level of involvement of the media professional in the decision making process. The



Chairman Lewis

people to whom the media professional is directly accountable are those who reward him. Reward is predicated on standards and criteria based on his responsibilities and mutually agreed upon by him and his employing agency in the educative process. Two options presented themselves in this line of reasoning. First, on some level, the media professional participates in the decision making of the educative process. Second, he is not involved in decision making even though he may enter at various stages in the implementation process perhaps in the technical or para-professional mode.

This paper is concerned with the basic assumption that, on some level the media professional must be involved in the educative decision making process. If the media professional is not involved in the decision making process, then we merely are reinforcing the status quo and there is no need for this discussion.

II. Definition of Terms

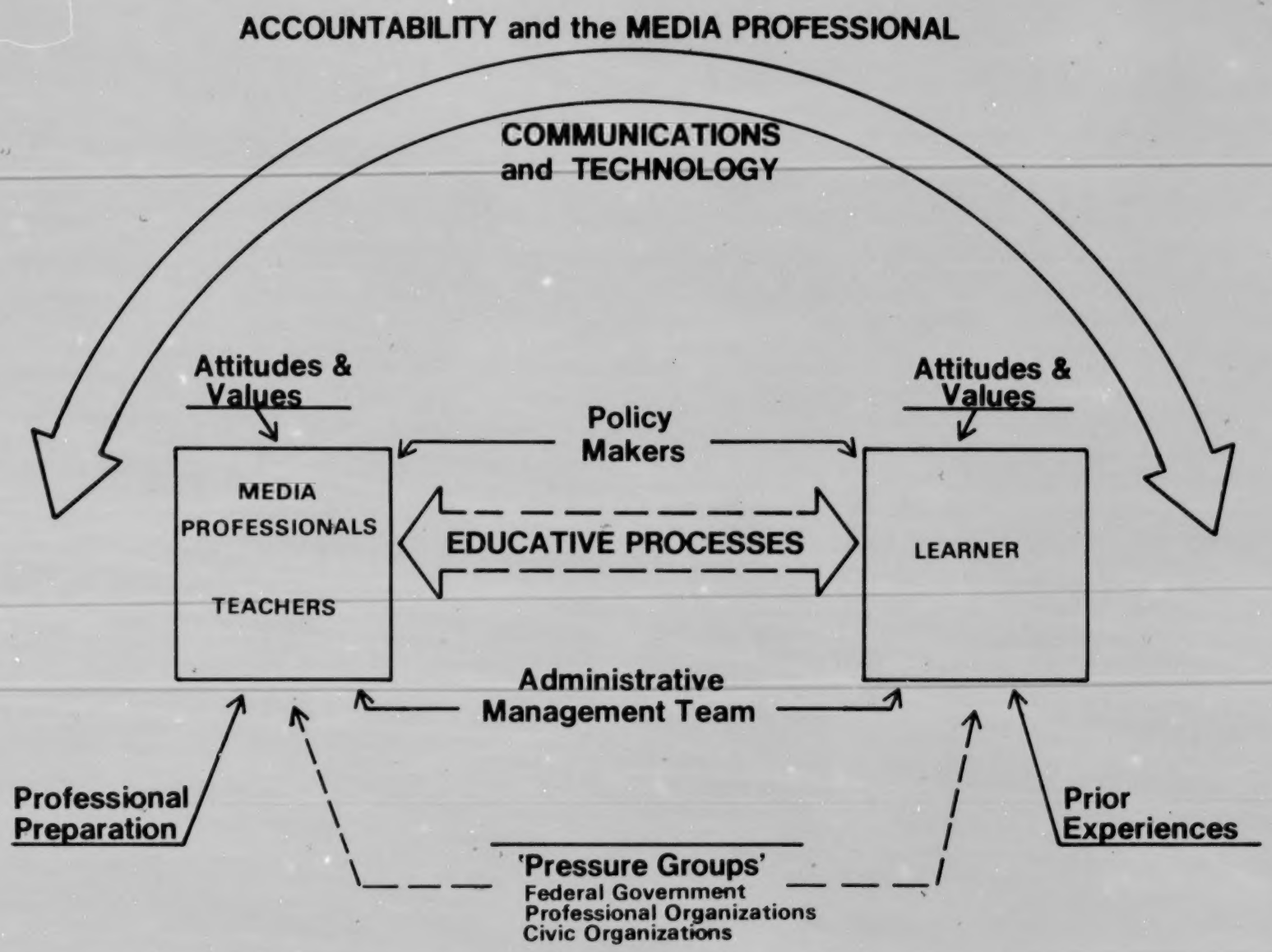
The group worked within the frame of reference of the definition of accountability promulgated by the conference definitions committee as Accountability:[1] "The process of expecting an individual or group to answer to someone for accomplishing specific things according to specific standards on predetermined criteria. The goals, objectives, means, and evaluation are mutually agreed upon and relate to processes over which the agent has control."

III. Discussion of the Problem

The diagram and explanation which follow constitute the conceptualization of the accountability role of the media professional in the educational enterprise. (See attached diagram.)

Two pervasive influences are basic to all human interaction in today's society. The communications revolution and the proliferation and impact of technology tend to overarch and affect not only the educational system but all human endeavor.

The media professional is responsible to the learner through the two-way avenue of the educative process as a participant in the planning and execution of learning strategies.


ACCOUNTABILITY and the MEDIA PROFESSIONAL
COMMUNICATIONS
and TECHNOLOGY
Attitudes &
Values
Attitudes &
Values
Policy
Makers
MEDIA
PROFESSIONALS
TEACHERS
EDUCATIVE PROCESSES
LEARNER
Administrative
Management Team
Professional
Preparation
Prior
Experiences
'Pressure Groups'
Federal Government
Professional Organizations
Civic Organizations

The media professional interacts with diverse groups hierarchically structured within the organizational framework of the educational system. Legal components are the instructional team, the administrative management team and policy makers. Quasi-legal components including professional and civic organizations exert additional pressures. At the moment the Federal government appears to be operating as both a legal and quasi-legal component. Each group is separated from fundamental teaching-learning interaction by legal, political, social and economic factors. Yet the media professional must communicate with each of these groups to some degree.

A. Instructional Team

In this context, the media professional is considered to be a part of the instructional team. He operates on a continuum of responsibility varying in degree from system to system. He interacts with teachers, curriculum and subject area specialists, media technicians and para-professional media personnel. Within this framework of interaction he has the greatest degree of accountability whether the educative process involves a medium to learner, teacher to learner, team to learner, or system to learner relationship. Here he exerts his greatest influence on instructional decisions.

B. Administrative Management Team

The media professional functions in an administrative mode by participating in decision making and the implementation process. A typical administrative management team includes principals, superintendents and finance, instructional and personnel components of administration. The media professional is involved in interpreting, implementing and generating policies on the decision making management level within the framework of the instructional process.

C. Policy Makers

The policy makers such as governing boards and legislative bodies, constitute the next group involved in the legal educational hierarchy in which the media professional operates. His interface with these policy making groups involves interchanges of information and policy where his expertise is of value in determining or aiding in the shaping of policy affecting the educational processes.

D. Pressure Groups

While pressure groups have no legal status, they represent, in varying degrees, influences which permeate the entire spectrum

of the educational system. Such broad spectra as the range of Federal agencies and boards, professional organizations from our own AECT to local PTA's, local and national civic groups, and manufacturers and distributors maintain conscious or unconscious influences upon the various components of the educational system. While the media professional is not directly accountable to these groups, their influence must be considered.

In analyzing the contributing factors which influence the accountability of the media professional, the committee submits that the media professional must constantly and objectively scrutinize:

His own values and attitudes in relationship to the educative processes in the dimensions of self, social, and professional commitments.

His professional preparation in the aspects of pre-service training, in-service training, professional service experience and other formal training and service.

His on going professional development in such areas as workshops, conferences and self-generated experiences.

His awareness of and attendance to the attitudes and values, and prior experiences which learners bring to the teaching-learning environment.

His effectiveness in communicating across the interfaces of:

The teaching team	The policy makers
The administrative management team	The 'pressure groups'

The specificity and control of the standards, criteria, goals, objectives, means and evaluative procedures which the media professional has mutually agreed upon with those components of the educational spectrum to which he is accountable.

IV. Conclusions

The sense of this committee report can be summarized in the words of Stephen Barro in the December, 1970, issue of the Phi Delta Kappan, page 199: "...each participant in the educational process should be held responsible only for those educational outcomes that he can affect by his actions or decisions and only to the extent that he can affect them..."

The media professional's first responsibility is to the learner and is based upon the constraints imposed by his own self-image and the demands of society. However, direct responsibility for accountability evaluation occurs at the immediate supervisory level. Since our society uses staff line structures which include supervisors who are not necessarily knowledgeable about the functions of the media professional (eliminating the technician, para-professional and aide) accountability evaluations by such supervisors is often reduced to visible quantitative measures.

There is a continuum whereby the media professional can be held accountable on all levels. His involvement may range from the teaching-learning situation through the management administration team, policy makers, pressure groups, to society. The degrees and dimensions of accountability are determined by the uniqueness of the district or system in which he is functioning.

V. Recommendations

In order to effect accountability the media professional's preparation and practices should be determined jointly by:

Peer group practitioners
Higher education
Professional and educational groups
School management teams

The media professional should insist upon predetermined accountability standards and criteria based on his responsibilities as mutually agreed upon by him and his employing agency in the educative process. The dimensions of his accountability must be concomitant with his authority and control.

When the media professional perceives that his primary responsibility to the learner is being interfered with, he should exert all his capabilities to bring about a positive change.

The media professional can and should be an agent of change in whatever milieu he finds himself. He realizes that his efforts as a communicator and technological expert will bring about a synergistic influence in today's complex society.

COMMITTEE MEMBERS:

Edward Gene Lewis, Chairman
Romeo Lafond, Recorder
Luis R. Berrios
Robert Irvine
Robert Larsen
Barbara Myatt
William Roos
David Spillers
Arvid Vada
Fred Williams

* * * * * *

REPORT OF STUDY COMMITTEE, GROUP 2

ACCOUNTABILITY AS A FACTOR IN HUMANIZING THE LEARNING PROCESS

I. Introduction

A major concern today is that accountability may lead to dehumanization in education. This report examined five of the instructional processes which might be affected by a program wherein more rigid accountability is employed than has been in the past. These are:

A. Interpersonal relationships
B. Environmental factors
C. Content of instruction
D. Processes of instruction
E. Evaluation

The committee limited itself to the humanization/dehumanization of the learner in these five areas. This report reflects a variety of opinions as to the potentials for humanization and/or dehumanization of the instructional process which might result from applications or implications of accountability.

II. Definitions

A. Accountability: This group has accepted the definitions of accountability as submitted by the terminology committee.

B. Humanization: The act or process of becoming humane.

C. Humane: This definition is dependent upon one's outlook on the ideal for man; the qualities listed here represent one synthesis of opinions regarding or reflecting contemporary American culture. What follows is a list of personality variables stated as extreme points of an assumed behavior continuum. Humaneness then is characterized by:

1. Sensitivity ---------- versus ------ egocentricity
2. Interaction ---------- Non-interaction
3. Openness ---------- Closed-mindedness
4. Cooperation ---------- Non-cooperativeness
5. Interdependence ---------- Independence
6. Self-esteem ---------- Self-deprecation
7. Inquiry ---------- Passivity

Chairman, Jack Blake (r)

III. The aspects of instruction

A. Interpersonal relations

Any consideration of the broad area of interpersonal relations in the context of accountability and the many subtopics within it precludes definitive statements at this time. Many people have addressed themselves to the topic of interpersonal relations.

Among these, Berman has said:

> "There must be a conscientious effort to make the readings, discussions and issues faced in school relate to the world which people experience." (2)

Engler maintains that:

> "As the schools look for new insights to many fields of human endeavor, including both the scientific and the humanistic, they will find themselves dealing increasingly with the value question. Man's relationship to man will be a dominant theme." (5)

While the position of the Vermont Department of Education is:

> "Within some groups a need may exist to create values not represented in the group or to provide children the opportunity to place their values in some type of hierarchy. Developing hierarchical orderings is a way of establishing priorities. In the process of arranging, new values may be created." (10)

B. Environmental factors:

1. Because of the emphasis on measurable results, the accountability programs may create environments which do not support such qualities as spontaneity, interaction, openness, inquiry, or sensitivity for learning situation.

2. However, such environmental situations which appear to be highly structured may provide the opportunity for the learner to become open, cooperative, and self-respecting.

3. Berman has pointed out that:

> "This is an unfortunate tendency (the image of the machine, cold and impersonal, manipulating our children), because in focusing on the machine as a threat to humanistic education it is pursuing the scent of the Red Herring, and ignoring the real problems of technology, humanism, and their relationship to each other." (1)

C. Content:

Experience, particularly with performance contracting (accountability 4) suggests that the accountability process tends to lead to specific emphasis on the content of instruction.

1. Emphasis on the cognitive domain, relegating the affective domain -- feelings -- to a secondary position.
2. Emphasis on specific short range objectives, which may lead to losing sight of the long range goals of educating the "whole person."

On the other hand, this emphasis may lead to identification of those objectives which are most appropriate to pursuit in the schools; perhaps the school should not attempt to provide socialization of aesthetic experience, assuming that other agencies are better equipped to provide these.

3. Emphasis on subject matter which can be most readily measured, such as reading, math, and vocational subjects. Such an emphasis could lead to disproportionate arrangements of priorities in relation to music, art, history, literature, etc.

4. Accountability, with its emphasis on community control, may lead to increased "relevance" of the curriculum (in terms of peculiar wants and needs of a population). However, the possibility exists that laymen will demand that humanistic goals be subordinated to "basic education."

D. Processes of instruction

The concern for accountability may lead to the development and use of instructional processes that tend to dehumanize education. As was suggested by Dr. Darland, instruction may extend from the unstructured where students may interact freely, to a highly structured educational process such as linear programmed

instruction. It is our purpose to review some of the concerns which focus on the educational process in relation to accountability as a threat to humanistic education. These concerns are underlined in the following discussion.

1. Reliance on machines and media reduce opportunities for interpersonal encounter

A typewriter in the hands of an understanding friend, relative or minister can serve humanizing ends. That same typewriter in the hands of an anarchist can serve other ends. The machine itself neither humanizes nor dehumanizes. Rather, the output of it may take on these dimensions. Similarly, the input from a film or slide presentation would tend to humanize or dehumanize the audience, depending on its impact, and could be presented under various conditions of comfort, discomfort, or even pain.

2. Accountability leads to rigid structuring and sequencing of learning tasks.

Individually prescribed instruction (IPI), programmed learning, and some other forms of computer assisted or managed instruction rely heavily on carefully specified sequences of learning tasks. Research fails to provide any positive means for empirically determining sequences of hierarchies of information organization, the best judgment of a particular author.

Current advocates of the humanistic movement in education suggest an almost total lack of predetermined order. The issue of accountability does not rule out the possibility that performance contracts may be let to groups or organizations that can produce desired learning results without requiring a rigid predetermined order of tasks. How tasks are ordered is not related to educational accountability--only the results produced by that ordering. Whether lack of structure is more humanistic than structure remains to be investigated.

3. Most accountability models are based on narrow mechanistic concepts of how learning occurs.

The systems approach to instructional design reflects the basic model of the scientific method. Certain behavioral scientists used these same principles in formulating their theories of learning. These led to accountability models, such as programmed instruction, wherein experimental evidence of instructional adequacy were required of an instructional package or program. The programmed instruction developer first stated that he would teach and produce an

instructional package, then test it to determine whether it did what it was designed to do. If not, he revised his program, thus shifting responsibility for not learning to the designer rather than the user.

Accountability models, naturally, are more attractive to theorists or designers who are comfortable with a data based experimental approach to instructional problems. Whether these methods can serve humanistic ends can hardly be questioned. The designer, when so charged, can insure that processes accepted as humanistic can be employed in his instructional system. Accountability, per se, does not restrict the theory base of the developer. Non-mechanistic theories that lead to demonstrable results will certainly satisfy the requirements of accountability.

4. Accountability leads to emphasis on teaching only those subjects which are measurable (i. e., reading, math, vocation skills, and science, but not music, social science, and art appreciation.

To suggest that art teacher cannot be held accountable because we cannot measure his effectiveness as opposed to measuring the effectiveness of a math teacher is to suggest a differential scale of accountability. Regardless of the subject or discipline involved, each teacher is charged with the responsibility for insuring that learning occurs with regard to his particular subject or discipline. While accountability models seem to threaten the concept of academic freedom, they may also suggest that this concept be examined. If the schools maintain that part of their responsibility includes teaching citizenship, appreciation for art, music, and literature, then they should be held accountable for these. If schools find that they cannot measure or evaluate these outcomes, they can hardly be expected to design programs to reach these unspecified goals.

We constantly make judgments of individual competency in affective areas. The person who reads Reader's Digest rather than the Saturday Review is sometimes judged as not an appreciator of literature. If we use this as an indicator of "literature appreciation," it becomes an observable quantitative measure. Judgments about attitudes, appreciation, personality, etc., all include some measurable indicators. Accountability only suggests that we evaluate these qualities on some scale which can be related to our ability to produce or inhibit them.

E. Evaluation

Accountability pre-supposes evaluation, and may be understood to include both specific measurement procedures (quantitative)

and value judgment procedures (qualitative). Consequently, further examination is recommended for the following problems:

1. Which effects of accountability on the humanization/dehumanization of the learner can or cannot be measured?
2. Of those that can be measured, how will measurement proceed?
3. Of these that cannot be precisely measured, how can we evaluate their impact?

IV. Summary and Parting Shots

Out of the foregoing statements, the group identified certain implications pertaining to the role of the media professional. They are:

1. Media professional must learn to assume various roles -- follower as well as leader -- within a variety of groups. He must learn to subordinate his own self-centered desires and goals to those of the group without loss of his own values and identity. However, he must learn to resist group pressure and "group think" when group actions and decision violate his own sets of values and beliefs.
2. Media professional can work cooperatively with other groups and disciplines when they are called upon to attack or solve a common problem.
3. As the media professional interacts with various groups or disciplines each will share their backgrounds, ambitions, and values.
4. In providing a humane environment, the media professional should consider an atmosphere where openness, cooperation, engagement and sensitivity surrounds and is condusive to the student in his learning.
5. A responsibility of the media professional is to safeguard against the misuse of media and technology in the learning situation and that the accountability process does not dehumanize the learning environment.

It is fitting that Okoboji is described as an experience rather than a conference. 'Conference' implies conferring, seeking out the counsel of other respected members of a particular community. Experience, however, is simply that to which we have been exposed. Okoboji provides not only the opportunity of being exposed but also that of exposing ourselves to a body of peers, colleagues, or simply people who are interested in the same kinds of things we are. Painfully, on occasion, Okoboji demonstrates that a group which shares similar interests may share them for different reasons.

Thrust into a group of strangers with titles, expertise, and concerns of infinite range and variety, the Okobojian quickly learns to temper his fervor. A commonly heard expression is: "I can live with that." While individual committee members quibble among themselves and accept, with reservation, the output from their group, they collectively tremble in anticipation that the larger body will, also "live with it." And the body beyond Okoboji must also judge the report we all are willing to live with.

Undoubtedly, each committee member retains reservations about specific portions of this report. Our deliberations throughout the week have focused on saying something about the topic of concern - "Accountability and the Media Professional." Individually, our perspectives have been reflected in individual portions of this report, and each of us claims authorship for only selection portions. To identify or claim these separate sections, however, would not reflect the true spirit of Okoboji. While we have debated, discussed, digested, and occasionally dismissed the contributions of each of us as individuals, the report we have submitted represents all of us as a committee. As a committee, we back each other in supporting an overall statement that represents the results of all these deliberations.

SIMPLY STATED, FOR THE RECORD, AND SUPPORTED BY THIS COMMITTEE IS THE CONTENTION THAT THE CONCEPT AND IMPLICATIONS OF ACCOUNTABILITY, AS DEFINED BY THIS CONFERENCE, WILL NOT NECESSARILY LEAD TO DEHUMANIZATION IN EDUCATION. FURTHER, THE ROLE OF THE MEDIA SPECIALIST IN IMPLEMENTING OR SUPPORTING ACCOUNTABILITY MODELS IN NO WAY CONSTRAINS HIM INTO DEHUMANIZING EDUCATION.

Accountability merely asks us for evidence of our effectiveness. We have been asked this in the past and see no really new threat from accountability models. We should welcome the opportunity to have someone measure the effect of our efforts and should as a profession, initiate our own efforts toward specifying, measuring, and validating our contribution. To be measured, evaluated, or judged is not at all dehmanizing. It is being done now and will continue to be done. While the concern over accountability may tend to formalize some of these measures, this committee report supports the conclusion that accountability does not necessarily imply dehumanization of education.

REFERENCES:

1. Berman, Louise, New Priorities in the Curriculum, Charles E. Merrill Publishing Co., Columbus, Ohio, 1968, p. 157.

2. Ibid., p. 169.

3. Ibid., p. 174.

4. Bhaerman, Robert D. "Accountability: The Great Day of Judgment." Educational Technology, January 1971, Vol. XI., No. 1.

5. Engler, David. "Instructional Technology and the Curriculum." Phi Delta Kappan, Vol. 51, No. 7: p. 397, March, 1970.

6. Lopez, Felix, "Accountability in Education." Phi Delta Kappan, Dec. 1970, p. 233.

7. Phi Delta Kappan, Vol. LII #7, March 71, p. 413.

8. To Improve Learning, a report to the President and the Congress by Commission on Instructional Technology, U. S. Government Printing Office, page 12, 1970, Washington.

9. Ibid., p. 33.

10. Vermont Design for Education, Montpelier, Vermont: Vermont Department of Education, 1969.

11. Wildavsky, Aaron. "A Program of Accountability for our Elementary Schools," Phi Delta Kappan, December, 1970, p. 212.

COMMITTEE MEMBERS:

Jack Blake, Chairman
William May, Recorder
Alex Andres
Wayne Berry
David Crowell
Frank Del Bosco
Arthur Freihon
Harry Hill
Michael Molenda
Roy Moss
John Vergis

* * * * *

REPORT OF STUDY COMMITTEE, GROUP 3

ACCOUNTABILITY AND THE MEDIA PROFESSIONAL: AN OPERATIONAL PHILOSOPHY

I. Introduction

An examination of the reports of the previous sixteen Okoboji Conferences demonstrates the concern of the delegates over the changing role of the media professional. For example, the summary of the 1955 conference contains the following: "The audio-visual specialist with his knowledge of educational processes and communication techniques is in a strong position to exercise leadership and give direction to the action program that is needed."

Later, the delegates to the 1961 conference, in describing competencies, suggest that the audiovisual leader "be professionally prepared and aggressive enough to acquire that status which will involve him in decision-making activities at high administrative levels."

Most recently the 1970 conference summary, under the topic "Role of Educational Communications and Technology in Redesign," states:

> The people in the field of educational communications and technology (ECT) must assume a leadership role in the redesign of the teaching-learning environment of the 70's.

Hans Moll, Chairman, Group 3

That Okoboji Conference represented one of the first national conferences involving a major discipline in education to concern itself in depth with the concept and issues of redesign of a total system of education.

Further, many delegates to the 1971 conference have indicated in their "concerns" that a new operational philosophy is needed to guide the growth and development of the media profession, particularly as related to the concept of accountability*.

Accountability is a developing concept growing out of the demands of society for more humane, learner centered, service oriented institutions; it is not a new revolutionary concept in its present state of development. The growth of a general sense of dissatisfaction with abuses of the public interest by both the private and public sector, coupled with the improvement of management and evaluation techniques, has brought this concept to the fore front of educational concern. Accountability is not another "in-house" fad but is a significant response by education designed to regain public confidence and support.

Historically, the media professional has been held responsible for effective results in the utilization of instructional media even though he frequently had no direct control over the production, selection or utilization of that media. Censorship has been imposed on him by school system policies, parent organizations, and other special interest pressure groups. These restrictions have forced him to exclude some materials, innovations, or procedures which might have created more positive results in the learning situation.

The media professional recognizes that the age of accountability is here and that he must be accountable to the other elements of the educational enterprise and to society. In future operations under an accountable system the media professional realizes that he must have responsibility commensurate with the level of accountability.

*Refer to the definition of accountability.

II. An Operational Philosophy - Guidelines for Accountability

While developing a philosophy, we must recognize that a philosophy is a search for truth, not particularly an ideology, and that it must be flexible to reflect or accommodate social changes. A philosophy reflects a lengthy search of the literature, an "in-depth" assessment of current trends, and a direction for future efforts. Such a document is imperative and soon needs to be published by the media profession.

We have chosen the alternative of developing an operational philosophy. Operational philosophies have limitations, lacking perhaps the depth needed, but it will provide intermediate guidelines while the greater effort of philosophical development is underway. This has caused us to develop an operational philosophy which is action oriented.

The main characteristic of this premise is that it provides an action base from which all the diverse disciplines of the media profession can operate. Therefore, believing that the process of accountability will effect massive changes in current educational practices, changes revolving around the assignment of greater responsibility for the performance of individuals and groups, we take the position that:

> The practicing media professional will accept and function within the broad concept of accountability.
>
> The media professional will actively encourage the implementation of the processes associated with the concept of accountability at all levels of the educational enterprise and will assist in the development of evaluation instruments.
>
> The media professional is prepared to assume complete responsibility for those elements of the instructional program within his jurisdiction and over which he has control; further he will actively seek clarification of the jurisdiction of the media domain. Once these parameters are established channels for interaction and cooperation will be clearer.
>
> The media professional will be part of a larger professional organization and will contribute to the realization of goals and expansion of the concept of accountability by his active participation and interaction with local, state, and national groups.

The concept and processes of accountability will provide the opportunity for the media profession to disavow unethical practices in any sector, and to demonstrate beyond doubt the benefits of its applications. Accountability as a process for the profession will require that the performance of every member of the profession is functional and appropriate to his responsibility.

III. Alternative Futures

The committee believes that now is the time for the media professional to take active charge and control of the growth and direction of his future! Inherent in the selection of the most desirable alternative future is self directed action. In order to reach the most desirable alternative future it is important that determinates be identified and managed. The determinates of the evolution of our profession are

many and complex; they may be positive in one time and location and negative in another time and location. Some societal indicators are: population, technology, value systems, international relations, economic-financial, organizations, and social movements. (See Appendix A of this group's report.)

The following conceptual diagram of the societal dynamics depicting the force elements related to the media professional and the accountability process is based on the philosophical inputs of Darland, and special acknowledgment is in order. (See Figure 1)

The future of the media professional will depend not only on his own actions but upon his relationships with the many and varied forces from inside and outside the educational system. His ability to recognize these forces, to intervene, to influence these forces and manage these dynamics will determine whether or not the future is desirable or if it remains beyond his control.

The following items of present and future concern for the media professional are based upon the evolutionary dynamics listed in the Group IV report of the 16th Okoboji Conference (pp. 67-68) and the societal indicators listed in Appendix A of this report.

In response to the concern of the media professional, "What is there for me in accountability?" the following are offered as handles with which he may come to grips with his own future:

A. Political Forces

The media professional recognizes that he is involved in a political environment on local, state, and federal levels. This political milieu overlaps into all governing, administrative, advisory, and regulatory boards of all institutions in which the media professional functions. The media professional must become involved in the governing processes of our society.

B. Media Professional Associations

The current growth of the concept of accountability in education has created the most critical period of development in the professional identity of the media professional. Traditional relationships with other educational associations are being threatened and questioned. The foreseeable future indicates greater conflicts with traditional affiliations as current indicators become realities.

Current realities call for a concentrated effort for a strong and independent organization to guide and direct the media professional through the present period of rapid evolution and to

FORCES RELATED TO THE MEDIA PROFESSIONAL AND THE ACCOUNTABILITY PROCESS

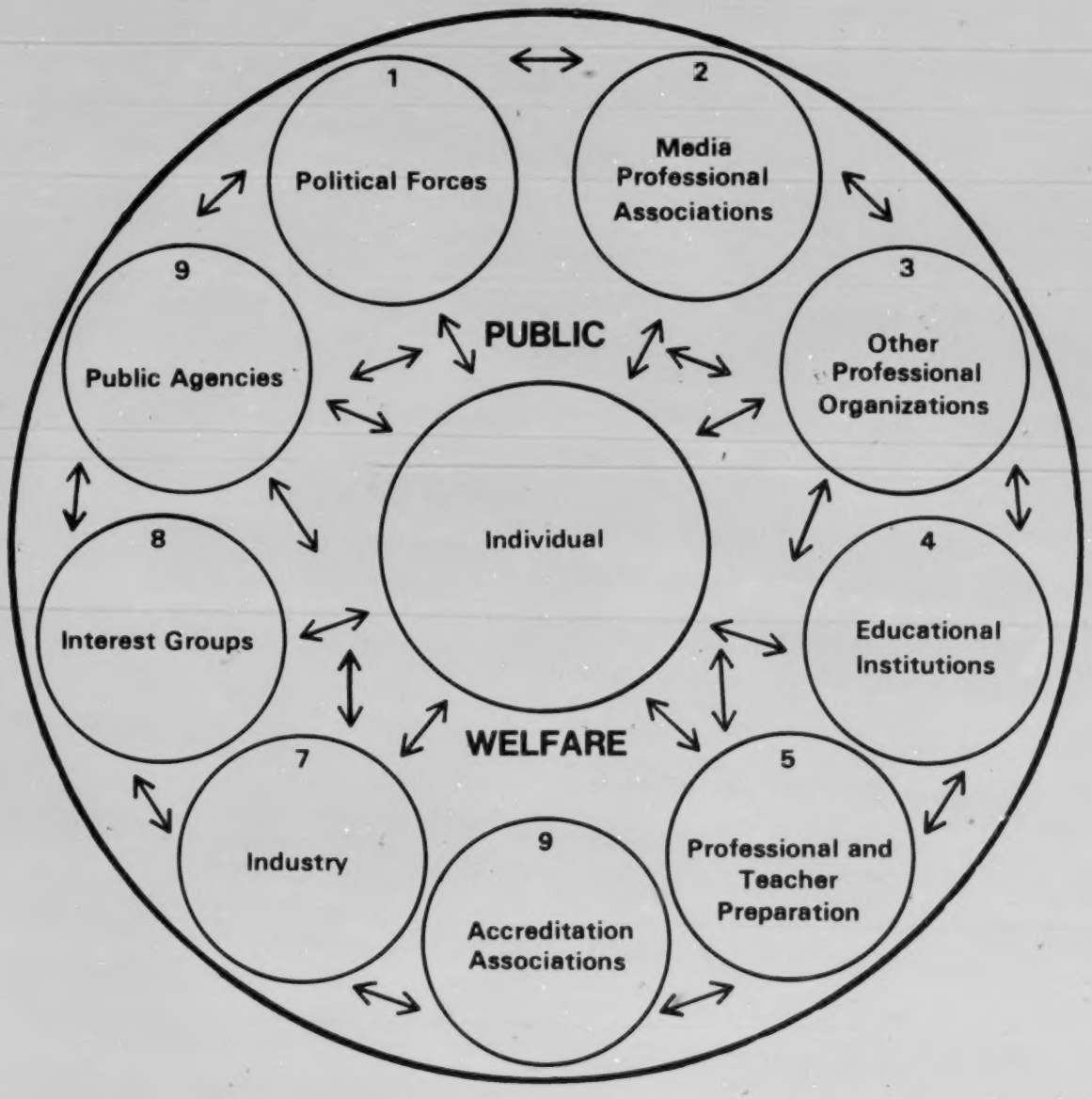


Fig. 1

maximize the rewards inherent in accountability. An adjustment of responsibility, status and rewards within the entire educational system will strain traditional relationships within the system. Complete institutions are being threatened. A professional association must be flexible enough to accommodate the broad spectrum of disciplines concerned, yet precise enough to represent the special interests of those within the media profession.

C. Other Professional Organizations

The media professional must analyze his relationship to other local, state, national or international organizations. And we must establish rapport and work with their group members to remain informed of any activities which may affect the media profession.

D. Educational Institutions

Societal indicators have forced trends toward school consolidations, cooperative arrangements, consortiums, and have begun to set trends toward, as Darland said, "the school as a concept rather than as a physical entity." Accountability calls for a stronger identity of the learner as customer or consumer for which the media professional is held partly responsible for servicing learning needs, regardless of where the learning may take place. As Heinich has stated: "We must follow the learner."

An associative facet of "school as a concept" requires a renewed and vigorous continuance of a philosophy with respect to the accountability of both the learner and the media professional.

Accountability for the media professional should be based on a hierarchical structure by function and not by identity with his organization level. The media professional should assume leadership in accelerating change toward "the school as a concept."

E. Professional and Teacher Preparation

The changing values of our society, and the traditional status quo oriented higher education professional programs suggest that the media professional investigates and implements various flexible alternatives for professional preparation. Heinich says, "Stay loose."

The media professional should be prepared to seek out professional preparation and development opportunities with industry and other agencies in addition to the college of education in order to be more independent and have a potential for greater interdisciplinary approaches to his professional growth. Accountability in media professional preparation calls for a judgment on the individual's future potential to perform, based on his past performance, and not on how many degrees he may have obtained.

(Report of Study Committee, Group 3 continued)

F. Accreditation Associations

The accountability of the media professional to accreditation associations should be to develop specifications and discrepancy evaluations for those elements of the instructional program within his jurisdiction.

G. Industry

The accountability movement will create greater interface between the media professional and private contractors in the area of product design, learning packages and experiments in alternatives to traditional education.

The media professional, through his professional affiliations, must seek to improve evaluative instruments beyond cost-profit effectiveness. Involvement in the public sector of education by business may create conflicts in the hierarchy of accountability, as seen by the legal and authority conflicts now being tested in state and federal courts between citizens, school boards, and private performance contractors. Public accountability by private enterprise can be greatly affected by the media professional who is in the best position to evaluate technology of all disciplines in the educational system.

Through actively seeking responsibility in the areas of media specialities, the professional should attempt to influence private sector research and development.

H. Interest Groups

Many of the most significant evolutionary changes taking place in education today are not the result of activity within the system itself, but of special interest groups. The listing of societal indicators demonstrates that the great potential for explosive changes exists within the diversities of society.

The impact of societal forces will play larger and more important roles in future decisions in the area of education. The successful management of the media professionals' future indicates that interest groups having the potential for influencing legislation on local, state, and national levels must be identified; after identification, the interest groups must be made aware of the concerns of the media professional through aggressive public relations policy at all levels.

I. Services to Public Agencies

Recognizing the overall accountability to the general public welfare the media professional should discover the opportunities for contributions beyond the educational system.

The continuance of many of our public institutions may well depend upon their ability to manage their challenge to change. These institutions have the greatest degree of interface with the poor, the disenfranchised, and the discontented of society. The media professional should consider himself a unique resource that will have an impact on the long-range effectiveness of public agencies.

REFERENCES:

1. Audio-Visual Leadership: A Summary of the Lake Okoboji Audio-Visual Leadership Conferences 1955-59, Allen, William H., Ed., Okoboji, Iowa, 1960.

2. Audiovisual Leadership: A Summary of the Lake Okoboji Audiovisual Leadership Conference 1960-1964, Noel, Francis W., and Noel, Elizabeth S., Ed., Okoboji, Iowa, 1965.

3. Sixteenth Lake Okoboji Educational Media Leadership Conference, 1970, Summary Report--Redesign of Education: Media and the Learner in the 70's, Okoboji, Iowa, 1970.

4. Toffler, Alvin. Future Shock. New York: Bantam Books, Inc., 1970.

APPENDIX A: SOCIETAL INDICATORS

Population
Senior Citizens
Youth
Physiological Differences
Mobility
Population Density
Pre-Schoolers

Technology
Transportation
Communication
Automation
Acceleration of Change
Space Technology
Dissemination
Information
New Knowledge

Value Systems
Social Interaction
Political Beliefs
Environmental Awareness
Quality of Life
National Goal Alternatives
Disadvantaged
Values
"Irretrievable Error"
Frame of Reference
Drugs

International Relations
Increases in Cross-Cultural Exchange
World Community

Social Movements
Consumer
Hippies
Social Dropouts
Community Leaders
Womens' Liberation
Power of Big Business
Black Power
Militant Groups

Organizations
Courts
Regulatory Agencies
Sports
Education
Fine Arts
Day Care Centers
Government
Public Health
Military
Religion
Management
Industry or Business
Labor

Economic-Financial
Welfare
Unemployment
Resources (natural)
Manpower
Leisure time
Urbanization
Credit

(Report of Study Committee, Group 3 continued)

COMMITTEE MEMBERS:

Hans Moll, Chairman	Charles Miller
Jenny Johnson, Recorder	Robert Miller
Nancy Vick, Recorder	Don Reierson
Dan Isaacs	Helen Thyne
Roger Kueter	George Voegel

* * * * * *

REPORT OF STUDY COMMITTEE, GROUP 4:

ACCOUNTABILITY IMPLEMENTATION PROCESSES

Group 4 committee members assemble report. Chairman Hubbard (second from left)

I. Introduction

This committee has developed descriptions of accountability processes. This report outlines the functions which should be considered by those who are confronted by the task of implementing the concept of accountability.

Herein, we describe two accountability processes based upon evaluation and developmental models. It is our perception that those who will read this report will do so with the understanding that these processes must be adapted to the individual situation and circumstances. We also suggest that these processes may be most operative in a team approach rather than individually implemented.

The following assertions specify the frame of reference leading to the accountability processes described below.

A. One can be accountable only to the extent that he has control over the processes and the resulting products.

B. Control implies responsibility with commensurate authority.

C. A system approach allows for the control of as many variables as possible, increasing the probability of reaching predictable outcomes, thereby providing for maximum accountability.

D. We do not see accountability as a new entity, but rather a procedure growing out of existing systems that provide for evaluation and reporting of responsibility fulfillment.

Two alternative perspectives are hereafter described, one emphasizes the evaluative approach to accountability (see Section III), the other describes the developmental approach to accountability (see Section IV).

II. Definition of Terms

A. Accountability: Refers to the process of expecting an individual or group to answer to someone for accomplishing specific things according to specific standards on predetermined criteria. The goals, objectives, means, and evaluation are mutually agreed upon and relate to processes over which the agent has control.

B. Evaluation: The provision of information through formal means, such as criteria, measurement, and statistics, to provide rational bases for making judgments which are inherent in decision situations.

C. Developmental Approach: A systematic accounting for as many as possible of the functional and human factors which bear upon an instructional environment. Through application of the developmental approach instructional problems are identified, analysis of the relevant environments are conducted, and resources are mobilized and organized. An instructional environment is constructed which specifies the accountability structure, and then is evaluated and modified until all of the individuals concerned with the instructional environment are satisfied.

D. Steering: Overall coordination and guidance of talent and other resources in applying the developmental approach.

E. Design: Concentration on the definition of the problem, analysis of the setting, and specific organization of talent and other resources for the purpose of identifying and constructing solutions to instructional problems.

F. Development: The identification or construction of software, the choosing of hardware alternatives, and the constructing and testing of the instructional prototype.

G. Operation: The management and organization of routine student interaction with the instructional system and the evaluation and feedback to design and develop personnel, of information as to the functioning of the system.

H. Evaluative Approach: An evaluative approach is a systematic attempt to solve problems (e.g., instructional, product development, management, etc.) by means of delineating the decision-making process with a commitment to empiricism as opposed to hypothetico-deductive methods.

III. Evaluative Approach

It is possible to conceive of a rational evaluation system which has the capability of assessing the results of instructional systems that were not, in themselves, developed through a rational, logical, step-wise process. The point is that there are alternate Gestalt or world views from which separate and distinct systems approaches can be derived.

Many of the complex systems in education are not prescriptive but rather are descriptive. The interrelationship of functions in these systems are not always well understood and this fact provides the Evaluative Approach with its positive aspect of providing for the elimination of functions, the understanding of which may not be essential to arriving at the desired outcomes.

The Evaluative Approach assumes that particularly the behavioral analysis of complex instructional problems can occur in a serendipitous fashion. The discovery of surprising new knowledge and surprising solutions to highly complex problems is not always the result of regular, ordered, and logical activity, but often occurs all-at-once in a flash of insight.

Evaluative approaches do not assume it is always necessary to have knowledge of, or analyze, the processes leading to complex human behavior. Distinction in the Evaluative Approach is not between rational and irrational--rather it is a matter of who is rational and to what degree. The evaluator would maintain that it is not necessary for the developer to perform a logical set of procedures to arrive at some end.

The evaluator would maintain that a given amount of resources can be more efficiently distributed over the instructional endeavor because he can directly assess excellence arising from less formal activities. He would have the product developer invest more resources in operating and testing the prototype, rather than a heavy commitment of resources to early planning stages.

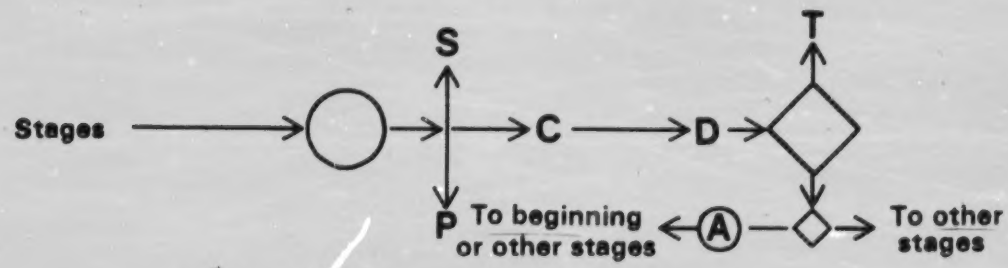
Evaluators are not manipulators of educational development processes, rather they are observers. We assert that an objective, unbiased evaluation can best be done by an agency that is not directly connected with the instructional designer. The outside evaluator is assumed to have less personal bias in assessing the project.

One of the evaluative approaches is outlined below:

	Content		
Stages	Input	Process	Output
1. Design			Design Adequacy
2. Installation			Installation Fidelity
3. Process			Process Adjustment
4. Product			Product Assessment
5. Program Comparison			Cost-Benefit Analysis

The first four stages in the model are performed on a single product. The fifth step incorporates the cost analysis procedures currently in vogue. Inputs, processes, and outputs refer to the types of information that will be collected across the stages.

Through the five stages the following systems logic is used:



S - refers to Standards
P - refers to Program performance
C - refers to comparing program performance to standards
D - refers to discrepancy information
A - refers to actions (discussed below)
T - refers to termination

Several basic decisions are represented in the model.

1. Go on to the next stage
2. Recycle the stage after there has been a change in the program's standards or operations
3. Recycle to the first stage
4. Terminate the project

The evaluator provides the instructional decision maker with the opportunity to pinpoint weaknesses that may be translated into:

1. Changing the operation
2. Changing the specifications under which the program operates

IV. Developmental Approach

Progress through the functions in this approach leads to reduction of degrees of freedom. Each succeeding decision reduces the number of remaining options and increases the number of constraints. There is a logical sequence of progression in concentrating energies of the various functions (the optimum efficency occurs in moving from A---I).

We assert that by reducing the degrees of freedom through systematically following the developmental approach, the resulting instructional system is more likely to be congruent with the needs of the overall instructional setting. For example, it is possible to begin at point "D" instead of at point "A." However, beginning at point "D" comes at a risk of sacrificing the degrees of freedom by accepting objectives which overlook options that an analysis of the setting at point "B" would have shown were important. Likewise, beginning at point "B" instead of first defining the problem may result in a wasteful expenditure of resources in analyzing areas unrelated to the actual problem. All functions should be considered at each point in time, regardless of the function being emphasized. By proceeding through the functions, the media professional assists in constructing the accountability structure.

Four management functions must be accounted for in progressing through the functions. These are, in the time and priority sequence in which they logically arise: (1) Steering; (2) Design; (3) Development; and (4) Operations. The higher the level that the media professional is involved, the greater the influence he can exercise on the decision-making process.

The accountability implementation process described below is designed to reduce anxiety often associated with the concept of accountability, since each participant in the system helps determine for what he will be held accountable.

A. Define opportunities (definition of problem)

1. Specify locus of accountability
2. Separate symptoms from problems
3. Agree upon terms and labels
4. Conduct needs assessment
5. Specify values, goals, and initial priorities

B. Analyze setting

1. Specify parameters of accountability
2. Specify individual concerns, limits, available resources, and components for analysis and antecendents.

C. Organize management and resources

1. Specify channels of communication
2. Specify parity of decisions
3. Specify constraints (e.g., economic, time and talent)
4. Identify management functions (steering, design, development, and operations.)
5. Assign responsibility with commensurate authority

D. Identify objectives

1. Identify criteria
2. Set standards
3. Specify applicable parameters

E. Select components

1. Determine methods, media and techniques
2. Develop optimum strategy

F. Construct prototype (most appropriate alternative)

1. Distribute components based upon function
2. Organize components
3. Select most appropriate production alternatives

G. Operate the prototype

1. At classroom level
2. At school level, or
3. At district level, as appropriate

H. Analyze data

1. Utilize formative and summative evaluation techniques
2. Verify cost-benefit estimate

I. Decision: Implement/recycle

1. Prepare and disseminate summary report to all elements of the system
2. Confirm accountability through analysis
3. Re-adjust the prototype based upon newly emerging data

V. Summary

We assert that the two approaches are not mutually exclusive; that given certain circumstances the two approaches may not only co-exist but may be seen as complementary.

For example, the development of Sesame Street may be described through either approach.

Example of Evaluative Approach

Given the propositions that the early stages in the Sesame Street experience can be described as planning for evaluation, the Sesame Street experience, particularly in respect to behavioral analysis and specification of strategies, can be viewed as an evaluator's commitment to empiricism. For example, the decision maker was the television producer. Strategies, (i.e., commercials) were tested in the first months of the process. The heaviest investment of resources was in the commitment to the try-out and revision process as a means of delineating and solving product development problems.

Example of Developmental Approach:

Sesame Street provides an example of an application of the developmental approach in that the steering committee organized talent and resources in order to define their particular instructional problem; analyzed in detail their audience and the locus of their various potential production resources; organized and refined a viable and flexible management structure in order to identify specific and realistic instructional and production objectives for the series. Because of the extensive input of energies into the pre-production design and development they have generated an instructional vehicle which can now be used in a highly flexible and creative way in order to pursue a variety of experimental alternatives within the context of their existing vehicle.

The purpose of the report is to outline the basic functions in the accountability process. It is not within the scope of this committee's work to explicate the details of the structure, content, process, and strategies existing or operating within each function.

REFERENCES:

Section III - Evaluative Approach

1. Feinstein, Phyllis, All About Sesame Street, New York: Tower Publications, 1971.

2. Gage, Gerald, "Accountability in the American College" (unpublished paper), East Lansing, Michigan: Michigan State University, July 14, 1971.

3. Kuhn, Thomas S., The Structure of Scientific Revolution, Chicago University of, Chicago Press, 1967.

4. Nottingham, M. A. and Leyen, L. D., "A Commitment to Accountability," in Emerging Patterns of Administrative Accountability, L. H. Browder, ed., Berkeley, California: McCutchan Publishing Co., 1971.

5. Provus, Malcolm M., Discrepancy Evaluation for Educational Program Improvement and Assessment, Berkeley, California: McCutchan Publishing Co., 1971.

6. Stake, Robert E., "Language, Rationality, and Assessment," and Improving Educational Assessment and an Inventory of Measures of Affective Behavior, Washington, D. C.: NEA, 1969, pgs. 14-40.

7. Stufflebeam, D. L., Foley, W. J., et. al., Educational Evaluation and Decision Making, Itasca, Ill.: F. E Peacock Publishers, Inc., 1971.

(Report of Study Committee, Group 4 continued)

REFERENCES

Section IV - Developmental Approach

1. Blumenthal, S. C. . Management Information Systems: A Framework for Planning and Development, Englewood, N. J. : Prentice-Hall, 1969.

2. Buckley, W. General Systems Theory: A Source Book, Chicago: Adeline Publishers, 1968.

3. Byert, R. M. and MacCrimmon, K. R. "Organizations" in The Handbook of Social Psychology, ed., by G. Lindzey and E. Aronson, Reading, Mass. : Addison-Wesley Publishing Co., 1968.

4. Kaufman, R. A. "Accountability, a System Approach and the Quantitative Improvement of Education--An Attempted Integration." Educational Technology, 11:21-26, January, 1971.

5. Lyden, F. J. and Miller, E. G. (eds.), Planning Programming Budget: A System Approach to Management, Chicago: Markham Publishing Co., 1970.

6. Sarbin, T. R. and Allen, V. L. "Role Theory" in The Handbook of Social Psychology, ed. by G. Lindzey and E. Aronson, Reading: Mass. : Addison - Wesley Publishing Co., 1968.

7. SMI-IDI Model, National Special Media Institute, Charles F. Schuller, SMI Director, Michigan State University, East Lansing, Michigan; Jack V. Edling, IDI Director, United States International University, San Diego, California, 1971.

COMMITTEE MEMBERS:

Richard Hubbard, Chairman
Gary Fadely, Recorder
Boyd Bolvin
Barry Bratton
Milton Christison
Gary Goodwin
Thomas Harries
Dale Jantze
Thomas Schwen
Leslie Steen
John Wilson

* * * * * *

REPORT OF STUDY COMMITTEE, GROUP 5A:

ACCOUNTABILITY: TEACHER EDUCATION--PREPARATION, PERFORMANCE, AND CERTIFICATION STANDARDS

Edward Anderson, Chairman

I. Introduction

As media professionals we can expect to be held accountable in the performance of our various tasks. In many cases, our efforts are hindered by teachers lacking certain basic media competencies. Therefore, in an effort to assert our responsibilities to the education profession, we recognize that certain basic, observable media competencies must become a part of the certification process for teachers.

Historically, the basis of teacher certification has been academic achievement and somewhat vague, superficial subjective judgments. Little consideration has been given to demonstrated teacher competencies as a basis for certification. Although the concept of student teaching has been expanded in many institutions to include earlier experiences in working with children, these pre-professional activities do not provide enough data on which to certify professionals who can be held accountable.[1]

Today most students have a greater exposure to non-human vehicles of communication technologies outside the school environment than they have in the school. These experiences broaden their knowledge of the world. Therefore, the teacher is no longer the major source of information. In order to become more accountable, teachers must have among their repertory of skills, an affective knowledge of the vehicles of communications and instructional technology in order to extend his students' parameters.

Therefore, to be assured that individuals entering education in the future are competently prepared, it is highly desired by media professionals that certain basic, observable media competencies become a part of the certification process, so that they may contribute more effectively to the process of instruction.

(Report of Study Committee, Group 5A continued)

II. Basic Media Competencies Necessary for Teacher Education

In the Summary Report of the 1970 Okoboji Conference, the committee on "The Teacher/Director of Learning" recommended that the teacher have the following media competencies prior to certification and/or completion of undergraduate preparation.

The prospective teacher:

A. Can identify instructional needs within learning situations. He understands learning methods (in large groups, small groups, independent situations) and the special contributions and requirements of each type of learning situation. The student can select the appropriate strategies for the specific learning problem. He can identify the requirements for media in the strategy he selects.

B. Can match the characteristics of media to the needs of the learning situation. He understands, and can work with, the sources of print and non-print materials. He is able to select materials using acceptable criteria. When commercial materials are not available, he is able to specify to others his requirements for educational media in sufficient detail for creation of the tools he needs for his learning situations.

C. Can use with ease all common educational equipment and more specialized devices suitable to his special area of responsibility.

These competencies are applicable to all teacher education programs. The following is not an attempt to prescribe methods of implementation, but it is a list of recommendations which may be used by teacher education institutions for teacher certification based on observable media competencies. Institutional recommendations were considered because of variations of certification standards by state agencies, however, one apparent commonality was certification based on institutional (college/university) recommendations. Therefore, the following recommendations are dependent upon the integrity of institutions recommending certification.

III. Observable Media Competencies for Accountability

A. The ability to utilize media.

1. Competency in the operation of basic types of projection and audio equipment utilizing appropriate materials. In order to demonstrate these competencies the prospective teacher will be able to:

a. Operate projection equipment according to printed schematics, instructional manuals or other printed instructions.

b. Operate any audio equipment within capabilities of the equipment, i.e., tape recorder, record player.

c. Match material which is specifically designed for a particular type of equipment, i.e., filmstrips with filmstrip projectors.

2. Competency in the preparation and production of simple media requires that the prospective teacher will be able to:

a. Prepare transparencies utilizing available material and production equipment according to operating instructions designed for a particular process.

b. Prepare displays using resource material and/or original ideas in constructing such display boards utilizing available materials, i.e., posters, bulletin boards, felt boards.

c. Select, prepare and store "still pictures" utilized as study prints or resource materials through such techniques as mounting, laminating, and/or lifting within the capabilities of available equipment.

3. Competency in the use of media source books and publications concerning media utilization in achieving instructional objectives. In order to demonstrate these competencies the prospective teacher will be able to:

a. Identify organizations concerned with mediated instructional activities, i.e., AECT.

b. Identify books, periodicals, articles, and catalogs relevant to his teaching area.

B. The ability to specify instructional media to the needs of the learning situation.

1. Competency to recognize that students learn through many stimuli and direct students to the media which offers maximum learning opportunities. In order to demonstrate these competencies the prospective teacher will be able to:

a. Identify the characteristics of each media equipment type.

b. Identify the advantages and limitations of each media equipment type.

c. Compare media types to determine the relative merits of each type in a given instructional situation.

d. Prescribe media types to cue learner responses, i.e., lecture, media presentation, real life experiences.

2. Competency in the selection and procurement of available materials which will facilitate achievement of instructional objectives. In order to demonstrate these competencies, the prospective teacher will be able to:

   a. Identify and use criteria for the selection of commercially available or locally produce materials according to:

      (1) Original design of instructional materials, i.e., individualized, small or large group instructional purposes.

      (2) Recommend standards for appropriate visual and verbal literacy requirements for comprehension by students.

      (3) Recommended standards for content.

      (4) Recommended standards for technical quality.

   b. Identify and use procurement procedures relative to:

      (1) Materials and equipment immediately available within the school, i.e., IMC or central repository.

      (2) Scheduling procedures from sources outside the school, i.e., purchase, rental, or loan.

      (3) Developing a plan, previewing instructional materials.

C. The ability to identify instructional needs within the learning situations.

   1. Competency to plan instruction. In order to demonstrate these competencies, the prospective teacher will be able to:

      a. List long range instructional goals within a subject discipline.

      b. List specific instructional objectives within a subject discipline.

      c. List learning activities through which students are expected to proceed.

      d. List evaluation procedures to determine necessary modifications or revisions.

      e. Make necessary modifications or revisions.

IV. Conclusion

Since certification is limited to public school teachers, we would strongly recommend that media professionals work to achieve acceptance of basic media competencies by those working in higher education as a

basis of accreditations by the National Council for the Accreditation of Teacher Education (NCATE), American Association of Colleges of Teacher Educators (AACTE), American Association of Junior Colleges, (AAJC), and the regional accrediting associations.

For teachers in the field several problems arise. First, the traditional in-service efforts aimed at increasing media competencies in professionals, are seriously being questioned in terms of actual behavior change. Until new models for behavior changes can be developed, the traditional institutes, workshops, seminars and conferences should be utilized.

Although many institutions are preparing para-professionals who can assist the teacher and the media professional, the professionals must still be accountable for utilizing certain basic media practices and competencies. The broad scope of the para-professional has resulted in the committee's lack of provision for certification guidelines at this time.

Beyond certification based on academic requirements and media competencies, there lies the area of interpersonal relations as a possible standard for certification of educators. In this field such models as the socio metric evaluation and Flanders interaction analysis are helpful in gathering data about what the educator is doing. However, the current state of the art in this field is such that work is needed in the disciplines of the behavioral sciences to develop procedures and evaluative instruments.

REFERENCES:

1. Burton, William H. and Brueckner, Leo J. "Supervision, A Social Process," 3rd ed., N. Y. (Appleton Century Crofts, 1955, p. 73.

2. Erickson, Carlton W. E., "Administering Instructional Media Programs," The MacMillan Co., N. Y., 1968.

3. Gerlach, Vernon S. and Ely, Donald P., Teaching and Media: A Systematic Approach, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1971.

4. Haney, John B. and Velmar, Eldon J. Educational Media and the Teacher, Wm. C. Brown Co., Pub., Dubuque, Iowa, 1970.

5. Kemp, Jerrold E., Instructional Design, Fearon Publishers, Leat Siegler, Inc., Belmont, California, 1971.

(Report of Study Committee, Group 5A continued)

6. Lake Okoboji Educational Media Leadership Conference, 1970. Summary Report, Redesign of Education: Media and the Learner in the 70's. Redesign of Education: The Teacher/ Director of Learning, Okoboji, Iowa, 1970.

7. McMahan, Marie, "A Study of the Feasibility of a System of Pre-Service Teacher Education in Media." Thesis for Doctor of Education, Michigan State University, 1968.

8. Meierhenry, Wesley C. (ed.) "Media Competencies for Teachers," USOE Project #5-0730-2-12-6, March, 1966.

9. Wallington, C. James, et al, Jobs in Instructional Media Study (JIMS), Interim Report Proj. No. 8-0688, Grant No. OEG-080688-4494 (085), U.S. Dept. of Health, Education and Welfare, Office of Education, Bureau of Research, Washington, D. C., 1969.

COMMITTEE MEMBERS:

Edward Anderson, Chairman
Dale Montgomery, Recorder
James Costello
Charles Hunger
Ralph Taylor
Clinton West
Steven West

* * * * * *

REPORT OF STUDY COMMITTEE, GROUP 5B:

CERTIFICATION BASED ON THE DOMAIN OF INSTRUCTIONAL TECHNOLOGY AS A KEY TO ACCOUNTABILITY

I. Statement of the Problem

Certification for educational personnel, traditionally, has been based on courses taken, credits earned, degrees won, and endorsement by a state education agency. Several deficiencies are apparent in this practice, especially when planning for certification for instructional technologists in this age of accountability. First, there is a lack of coordination between the training institutions and the place where the individual is employed. Each agency is "doing its own thing" with insufficient communication between the two. At least one result of this lack of cooperation is that the training provided does not insure the attainment of the competencies required on the job.

(l. to r.) Myers and Wallington
Group 5B Co-Chairmen

A second problem involves the small amount of responsibility instructional technologists have for certifying individuals for IT positions. Current certification procedures do not include a means 1) by which an individual can achieve certification by demonstrating appropriate predetermined competencies, or 2) by which a periodic re-certification of an individual insures that he maintains a minimum level of performance in the position he holds. Considering the rapid changes occuring within the field, an instructional technologist could, without additional training, become unqualified for the position he holds. To maintain the competency level of its members, the certifying agency must be willing to revoke the credential of any individuals not meeting the set standards.

A third problem concerns the lack of precise terminology required to adequately reflect the tremendous diversity of roles that exist within the field of instructional technology. A structure which may help solve this problem is explained briefly in this report--Section II. Definitions and Terminology.

In a large and mobile society some mechanism must be created to insure that an individual actually is capable of performing at a certain level before he assumes an IT position and that he maintains and updates his skills as his position requires.

II. Definitions and Terminology

One of the primary problems facing this conference is definition and terminology. We strongly object to dismissing the issue as a "semantic" one. This act shows an unnecessarily limited viewpoint toward our profession (which may not be one*) as well toward the field of semantics.

Talking about the role of the "media professional" before defining his area of endeavor is a little like describing a proctologist before defining medicine. The term "media professional" says little outside of a small cult and could to an outsider, conceivably, include the Roberts: Shayon, Sarnoff, Stack, Heinich, Churchill, Fite, and James Wong Howe. To clarify this confusion our group has accepted the Domain of Instructional Technology as a definition of the "media professional's" field of endeavor.

*Finn said so in the mid-50's in AVCR, Hitchens said so in 1970-71 in AVI, Ely said so in a recent position paper.

But first we would like to consider technology for a moment. We operationally define technology to mean the systematic application of scientific information and procedures to solve practical problems. More popularly, it is People, Process, and Devices used to solve a problem. Also implied is a sophisticated level of people, process, and devices. *

The systematic application forces the development of the process which has people and devices as its agents. In other words, it's the process that is the important part. (Figure 1). The agents are the visible parts.

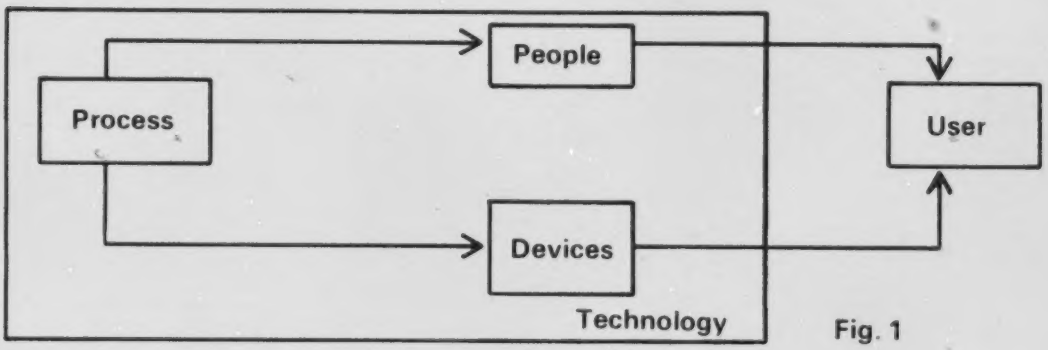


Fig. 1

Technology applied to instruction is, then, "instructional technology." Silber (AVI, May 1970) synthesized a number of definitions to arrive at: "Technology is the organization and the application of resources--men, materials, devices, procedures, and ideas--in a systematic manner in order to solve instructional problems." We accept this as an operational definition. Silber further expanded the definition into the Domain of Instructional Technology (DoIT). ** A model of the DoIT follows. (Figure 2).

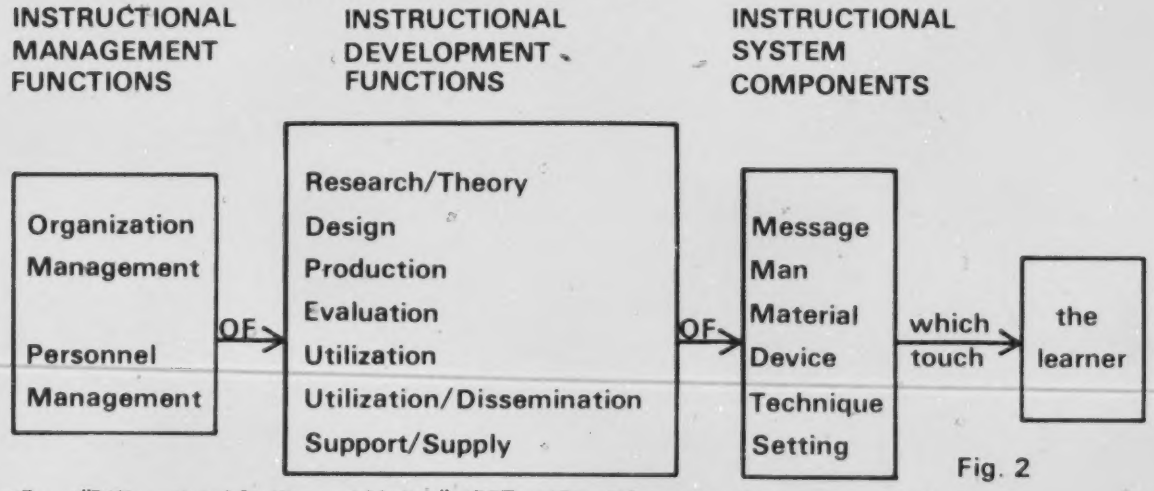


Fig. 2

*From "Differentiated Staffing and Media," AECT, 1970, slide presentation.
**Silber used DIT. We coined "DoIT" as a descriptive and appropriate acronym.

Precise definitions, including function, purposes, and products, as well as examples are to be found in Silber's article in the May 1970 issue of Audiovisual Instruction. The committee accepts and uses these definitions.

The Domain of Instructional Technology describes what gets done, not what the worker actually does. There is a significant difference. A worker may operate a motion picture projector. The result may be that a film is shown. Showing the film is what gets done. Operating the projector is what the worker does. Further, what gets done in instructional technology is within the DoIT.

We can construct a matrix with one axis (the abscissa) as what gets done (DoIT functions) and with the other axis (the ordinate) as what the worker does. (Figure 3).

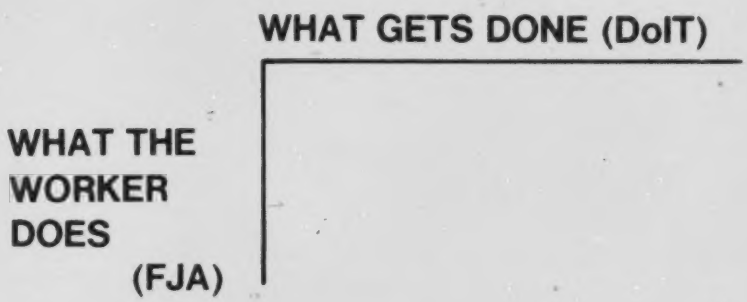


Fig. 3

To find out what the worker does, his job is analyzed and broken down into various tasks. This is done through direct observation of the worker on the job and the technique is called Functional Job Analysis (FJA). Several kinds of FJA data can be gathered. These include Functional Skills, General Educational Development, the kind of training needed, and Worker Instruction. Our committee has accepted these scales and the operational definitions which go with them. Further, the committee has chosen the Worker Instructions scale as the most applicable to gathering of tasks for certification.

Worker Instruction information comes directly from Functional Job Analysis. The information gathered rates the amount and kind of instructions or directions which the worker needs to do his job. The scale runs from one (1)--very concrete and specific instructions contained in the job--to eight (8)--little or no instruction; the worker even has to figure out that there is a problem.

The worker instruction levels have been grouped at times into three classes--entry (aide), middle (technician), and advanced (professional).* See Figure 4 below.

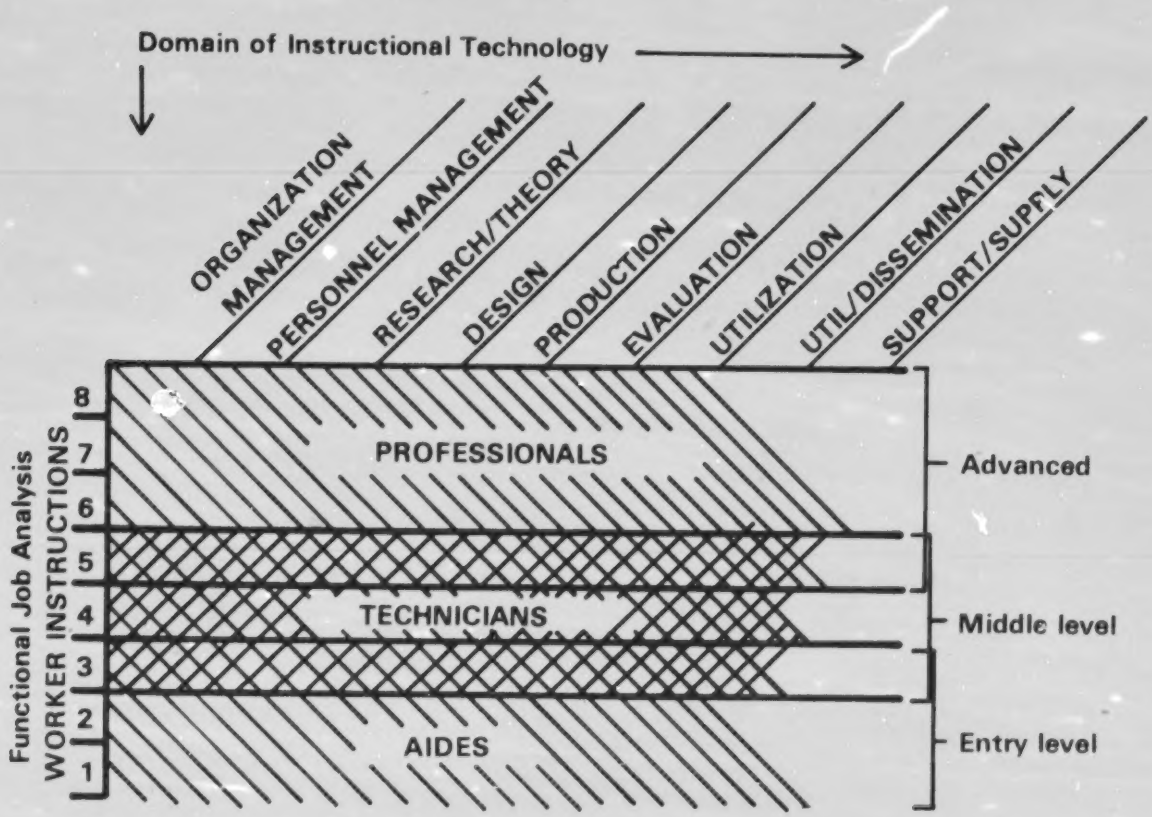


Fig. 4

Further discussion of these classifications is to be found in Section III on Page 66 of this report. They are important classifications to keep in mind, since they are based, not upon certification under current practice--degrees held, or courses taken, but upon the nature of the task performed by the worker.

The tasks observed are put into the matrix in the appropriate slot after being classified two ways--once by worker instructions and once by Domain of Instructional Technology. This is important since the

*The terms "aide, technician, professional" are used to help orient readers to the DoIT structure, to help them find tasks which are performed by persons bearing these titles. The danger in mentioning these familiar terms is two fold: (1) It maybe confusing to apply worker titles to levels of tasks which get done; (2) the use of traditional terms may restrict our thinking concerning regrouping of tasks which get done. For example, at the entry level, the use of the word "aide" tends to funnel our thinking toward identifying the tasks which we believe aides should do, thus neglecting possible regrouping of tasks according to the two-dimensional scale of (1) what gets done and (2) level of worker instructions. It is a semantic fact that the labels we use tend to restrict our thinking and often become a barrier to finding new solutions to problems.

tasks are now separated from the person who did them. This also means that the tasks can be regrouped in almost any manner. For example, it would be possible to group all the Research tasks together. See Figure 5a. On the other hand it would be possible to group all of the Worker Instruction level one (1) tasks together. (See Figure 5b.)

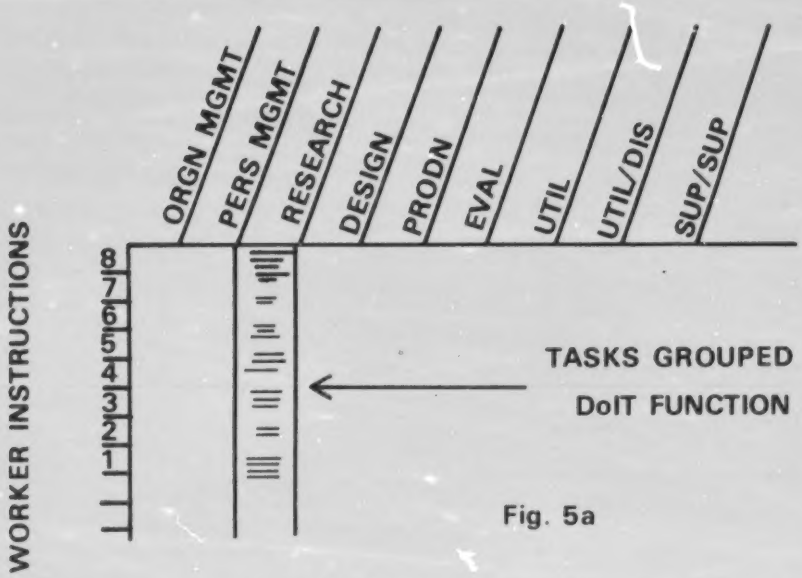


Fig. 5a

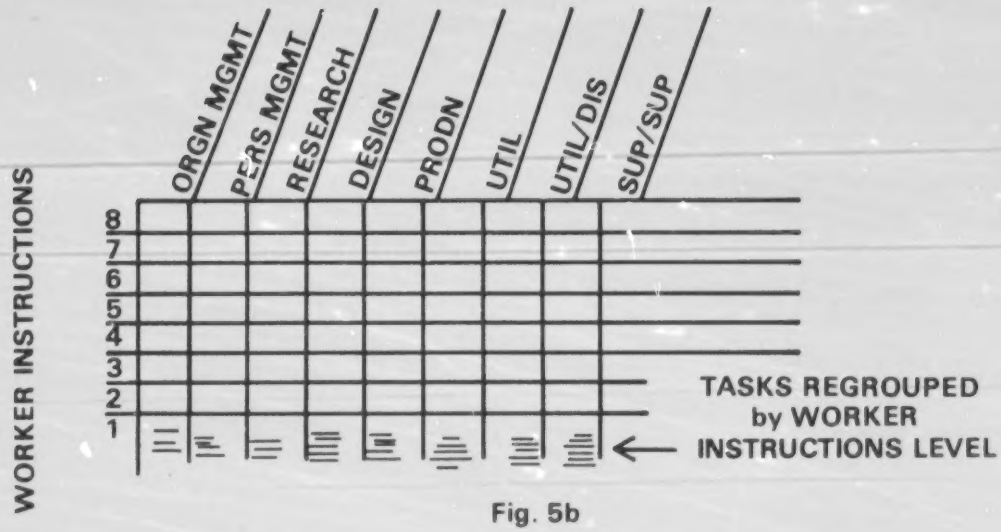


Fig. 5b

This flexibility of grouping is a factor which can lead to redesigning jobs, certification, and training in almost any way. The key is, of course, that the redesign is based on the task, not on the traditions and prejudices which shape so many institutions and procedures.

This ability to restructure also provides continuity between levels. Leading to upward mobility--a key idea--in the career ladder concept. (Figure 5c).

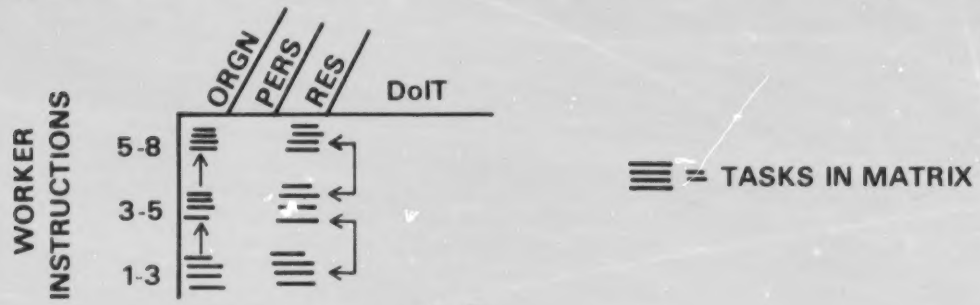


Fig. 5c

The DoIT also allows mobility from one function to another, thus providing the design of a "career lattice." (Figure 5d).

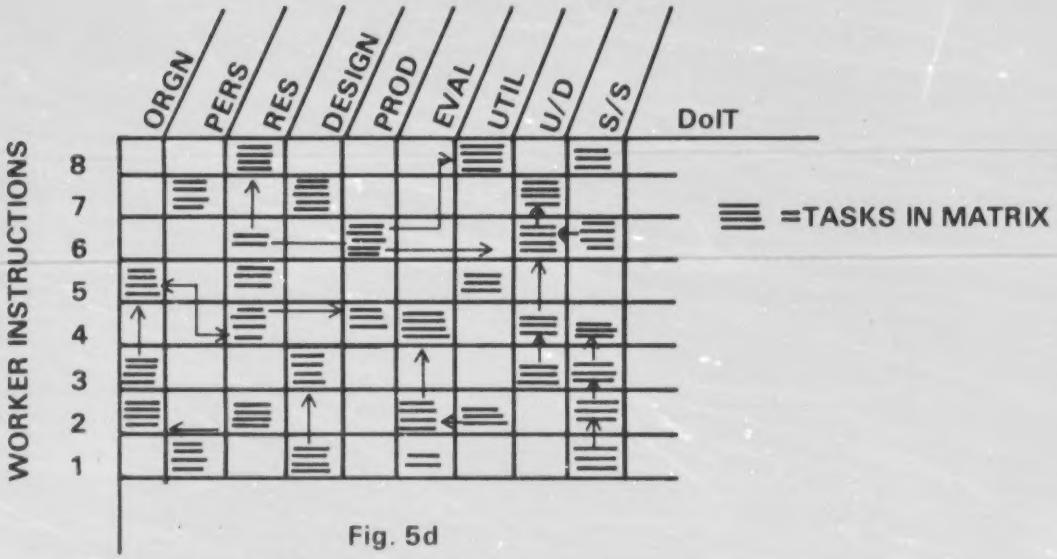


Fig. 5d

This concept of a career lattice affords the golden opportunity to remove many of the barriers to upward mobility which now exist in our field. Presently, people starting at the low levels cannot advance in the field without an extensive reschooling in education courses. Graduate schools in educational media now teach tasks at worker instruction levels 2, 3, and 4, giving graduate credit, while denying credits earned for the same skills in community colleges. We would hope that a task oriented curriculum, certification, and evaluation would eliminate some of these discrepancies.

III. Purpose of Certification

The purpose for certifying instructional technologists is to insure that all instructional technology positions are filled with qualified and competent personnel and that each individual demonstrates that he can perform at a required level prior to assuming a position of responsibility.

The concept of accountability means that greater precision through more accurate indicators of competency are required than the less precise course, credit, degree system currently in use. For to be accountable, requires that what one is accountable for, be explicit. Since the worker is to be certified according to the tasks he will perform at a certain level of responsibility, the requirements of the job became the source of training goals. Placing the emphasis in this way increases the probability that training will be commensurate with job requirements with a concommitant increase in the cooperation between the training agency and the place of employment.

For our purpose tasks can be grouped according to Worker Instructions (WI). (See Section II of this report.) The Worker Instruction level of the task is inherent in the task and not the worker. For example, if a person capable of performing WI level 5 tasks performs level 2 tasks, the latter remain level 2 tasks, regardless of worker ability. (Think about that the next time you thread a projector.)

Some general descriptions about the tasks in each grouping (See Figure 4) can be made. The description does not include specific content but relates to the kind of tasks in each group.

Entry:

Entry level personnel have specific instructions about the tasks they perform. The task may be only part of a process, the other parts of which the worker cannot or does not control. Entry level personnel can be trained for a task in a relatively short period of time, since almost everything they need to know is contained in the task. They

are not required to solve problems external to the task. If something happens which is not covered by the instructions, the Entry Level worker asks for help and cannot be held responsible for solving the problem.

Middle:

Middle level personnel have instructions which deal more with a cluster of tasks leading to a specified output. They may have a choice of routines to reach a given output. They have a broader view of the situation and are expected to generalize more from task to task than at the Entry Level. The Middle Level worker is responsible for the product as long as all of the routines necessary to reach the output have been specified and made available to him.

Advanced:

Advanced Level personnel do not have tasks specified. They are responsible for solving a general problem and must determine what the product should be as well as how to achieve it. Having defined the goals, they are often forced to develop a routine of tasks necessary to achieve the goals. They deal with a broad process approach.

As practitioners in education increasingly are held accountable for the learning of their students, there needs to be a means for training (or re-training) those educators so they may reach that level required for certification and subsequent application of skills learned. Thus training, certification, educational practice and accountability are interconnected.

IV. Procedures for Certification

A. The present goal of certification appears to be to put people with "some" competency into media jobs, whereas in the past, persons with little or no competency may have received these assignments. We submit that this is too limiting a viewpoint in the age of accountability. Certification on the basis of "media competencies" only is using a term which is too ambiquous to be measureable. Our purpose is to set forth some guidelines for certification which will recognize that the application of technology to education involves "people, materials, and devices." We see the Domain of Instructional Technology (described above) as providing a level of specificity which permits accountability.

By using the DoIT terminology and identification of tasks which get done, it will be possible (albeit difficult) to establish "mutually agreed upon goals, objectives, means, and evaluation."* Furthermore, the pathways to acquiring needed competencies will be identified so that the "agent" has some control over his preparation.

*From definition of accountability[1] as written by Okoboji Committee, 1971

Also, the DoIT enables the employer to know these activities and responsibility levels so that they can be delegated to the individual who, then, can be held accountable for them.

B. The establishment of certification procedures accomplishes several things:

1. Provides visibility for the careers certified, thus attracting new people.
2. Permits a degree of self-governance by the profession.
3. Confers the political power necessary to develop the profession.
4. Weeds out the unprepared, thus improving the image of the profession.
5. Certification on the basis of DoIT terminology will have the further advantage of identifying varying levels of activity, thus describing the many referents of "media professional."

Any utopian certification procedure must be developed within a context of reality. It's difficult to effect changes in the political arena of education. We fully realize that the specification of new certification procedures is a monumental task which will require much study and research to develop, and political/public relations expertise to implement. Nor would one set of specifications, necessarily, meet the needs of all our states.

C. Therefore, we propose to identify a few of the essential characteristics a certification plan must possess before instructional technology practitioners can be accountable.

1. It is important to establish this goal of using certification as a key to setting standards by which individuals logically can be held accountable. Accountability is the eye of the needle through which all procedural threads must pass.
2. The essential core of certification leading to accountability is the establishment of multiple certificates based on performance standards for the several levels of tasks which get done. Thus certification would implement a career ladder, or more accurately, a career lattice. This lattice can be described as a career "doily" since it is possible to move down as well as up and horizontally, within the Domain of Instructional Technology. Entry level certificates might attract high school students who show aptitude with varied equipment, cameras, sound systems and film production. It is a natural phenomenon that the upper levels replenish their ranks from the entry and middle levels.

Thus certification based on a career lattice can enroll capable people at an early age. The monetary needs of teenagers are not as great as the needs of heads of families, so salaries paid for performance of entry level tasks could be in line with the level of responsibilities.

3. The indicators of performance must have a high correlation with the behavior demanded by the task. Quality in these statements of performance standards is crucial to the success of certification as a tool of accountability.

4. The assessment techniques employed must be appropriate to the measurement of the specific objectives. For instance, the indicators, (evidence that this competency is achieved) for the functional skills dealing with data might well be pencil and paper tests. The indicators for functional skills dealing with things might be demonstrations, while personal interactions might be the indicators of people skills.

5. A third party certification agency should be given the power to devise and administer examining instruments and procedures to measure candidates' competency for certification. Three alternate possibilities are:

   a. State Agency - Realizing that education is a state function and that certification responsibilities and procedures remain with or are delegated by the state, it is recommended that the state establish a non-partisan, well represented subcommittee of the state certification body to recommend certification procedures. The committee would implement and enforce those procedures.

   b. Professional organization - A professional organization may establish a committee which would set forth the requirements for certification, using updated concepts and trends of the profession to administer appropriate evaluating criteria and determine the indicators. This committee would have the responsibility to issue, monitor and, through proper procedures, revoke certificates.

   c. A combination of the state agency and the professional organization could create other patterns depending on the variabilities of states. It also should be realized the state could delegate to the professional organization the responsibility for this process.

6. It is necessary to establish an evaluation and review procedure to continually monitor individuals previously certified. The certifying agency must set forth procedures to revoke or down grade certificates. However, the re-evaluation emphasis should be toward assisting individuals to maintain and update their competencies.

V. Training for Certification

Certification assumes attainment of competencies at an acceptable level of performance. The achievement of these competencies, determines an individual's competency profile ratings which qualifies him for a given level of certification.

Traditionally, certification has been achieved by accumulating a predetermined number of credit hours in a set framework of college courses which are then evaluated by the certifying agency. While somewhat effective at the pre-service level, this procedure has limitations for certifying instructional technologists desiring to attain higher level certification or those desiring to update or upgrade their competencies. Additionally, certification often has been granted by a measure of length of time in service as an indication of competency.

Recognizing that there are individual differences in experiences, ability, and career goals, we believe that there is a need for alternate routes by which the individual may achieve certification. It is anticipated that an individual could reach a given level of competency required for certification by (1) on the job training, (2) personal reading and study, (3) previous educational or industrial experience, or (4) college sponsored workshops, seminars and courses, and other routes.

It is realistic to assume that higher education programs will continue to assume a heavy responsibility for providing educational experiences that will result in the competency profile necessary for certification. Higher education, however, must be responsive to the needs in the field by providing flexible programs for the training of the instructional technologist. Such flexibility can be provided by breaking from the traditional course structure and introducing mini-courses, mediated correspondence courses, special purpose workshops and seminars, independent study courses, and other variations.

To achieve this sort of flexibility, procedures need to be established for monitoring all training programs. It must also be recognized that the competencies for a given level of certification need not be attained through any single program (e.g., graduate school). The contribution other experiences (e.g., on-the-job training and personal study), make to an individual's profile should be considered in the certification process.

Whatever the route to certification, attention should be given to the training areas of competencies as described in the Domain of Instructional Technology. The DoIT includes competencies in the following functions: Organization management, personnel management, research-theory, design, production, evaluation, support/supply, utilization, and utilization/dissemination.

[1]Bernotavitz, Freda et al. "Act I of JIMS," Audiovisual Instruction, May, 1970, pp. 25-30.

The individual seeking a given level of certification would be able to show attainment of a prescribed performance profile on the DoIT. (Figure 6 illustrates an example of levels of competency in one area of the DoIT.) The individual's profile as shown in Figure 6 thus, is a visible indication of competencies in any of the nine areas.

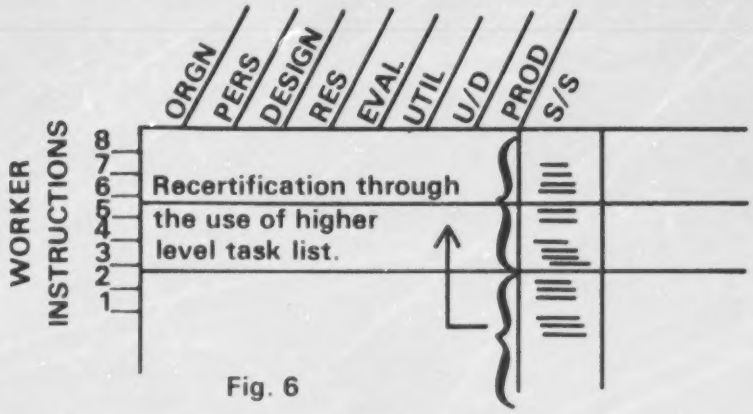


Fig. 6

The continued effectiveness of the training procedures, regardless of mode, requires continuous monitoring and performance feedback indicating the relevancy of the training procedure for reaching the desired level of competency. The certifying agency, thus, is held accountable for ensuring that training procedures are relevant to competencies and accountable to the education profession.

VI. Summary

When we examined the concept of certification in terms of accountability we were forced to deal with the question: "What constitutes adequate performance for the type of position being certified?" As we explored this question we came to the conclusion that the basis of certification must be changed from acceptance of courses, credits, and degrees to the actual demonstration by the applicant of the competencies required by the type of certification desired. This shift regarding the basis of certification is possible because a precise set of terms is employed within a theoretical construct (DoIT) encompassing all facets of instructional technology.

Further examination of this topic revealed the need to: 1) consider multiple levels and emphases for certification, 2) define some of the characteristics which the procedures for certification should reflect, and 3) explore various alternatives by which an individual can acquire the competencies required for the type of certification he seeks.

(Report of Study Committee, Group 5B continued)

REFERENCES:

1. Bernotavicz, et al. "Act I of JIMS," Audiovisual Instruction, Vol. 15, No. 5, May, 1970, pp. 25-30.

2. "Jobs in Instructional Media," AECT, Washington, D. C., November, 1969.

3. Silber, Kenneth, "What Field Are We In Anyhow?" Audiovisual Instruction, Vol. 15, No. 5, May, 1970, pp. 21-24.

4. "Training for I. T.," Curriculum Development Institute Report, Syracuse University, Area for Instructional Technology, March, 1971.

COMMITTEE MEMBERS:

Dennis Myers, Co-Chairman
James Wallington, Co-Chairman
Bill Beaston
Ho Lien Bien
Lida Cochran
Wilma Daniels, Recorder
Dale Hartzler
Leone Lake
Dennis Sarenpa
Adrian Teaf

* * * * * *

REPORT OF STUDY COMMITTEE, GROUP 6:

THE EFFECTS OF ACCOUNTABILITY ON CURRICULUM DEVELOPMENT AND INSTRUCTIONAL DESIGN

Dick Rosonke, Chairman, Group 6

I. Introduction

In an effort to come to grips with the effects of accountability on curriculum development and instructional design, the following discussion questions were formulated:

A. Will accountability force instruction to focus on the learner?

B. Will accountability enrich the curriculum?

C. Will accountability encourage experimentation and thus serve as a change agent?

D. Will accountability make instruction visible and open to inspection?

E. Will accountability insist on a shared determination of educational goals and standards?

F. Will accountability alter responsibilities within the educational hierarchy?

As a result of these discussions, the main body of this report has been structured around three main areas:

A. How accountability focuses on the learner

B. How accountability promotes visibility, innovation, and enrichment of the curriculum

C. How accountability will alter the determination of educational goals and responsibilities

II. Definition of Terms

A. Educational practitioner - Defined more broadly than Instructional practitioner, the term may include nurses, guidance counselors, psychometrists.

B. Instructional practitioner - Person or agency responsible for an instructional interface with the learner.

C. Interface - Point of contact between two entities.

D. Formative Feedback - Is that information on the effectiveness of an instructional component recovered from field trial prior to final publication and upon which revisions are based.

E. Summative Feedback - Is the measure of achievement of objectives of an instructional component or system based on a valid evaluation design.

III. The Accountability Concept Will Force Instruction To Focus On The Learner

Central to the accountability concept is the need which it creates for the measurement of performance. The measure of performance of any component within the educational scheme is significant only to the extent that it is related to the demonstrated behavior modification of the learner.

In order for a meaningful measurement to be made of behavior change, the direction, rate and amplitude of that change needs to be stated in some objective fashion. To illustrate, consider the learning process in terms of the individual learner. Think of the individual learner as an entity whose articulation in the environment, and ability to appraise reality is dependent upon the relative efficiency of his

interface mechanisms. We commonly refer to these mechanisms as receptors. These are the input valves through which instruction, along with all experiential phenomena, is gated. The learner, consciously or unconsciously, does the gating. The success of any instructional method will depend upon the manner in which this gating process is manipulated. Performance evaluation of an instructional system is meaningful only when measured in reference to the specific gating characteristic of a particular learner. These gating characteristics must be analyzed and evaluated individually and in varying combinations in terms of:

...accuity
...sensitivity
...modality preference
...range
...independence
...interdependence

Initially, the input-output function, stated as a formula used to supply an index of performance evaluation, will depend on this assessment of the learner's receptive capabilities. This index should classify, not in group norm terms but in individual criterion reference terms, the best way to instruct that individual learner.

The underlying belief here is that behavior modification can be realized on the part of any learner if we study the individual learner, and allow that system to display (in terms of measurable response) what its best gating conditions are.

As the study of the learner goes beyond the gating phase, we must begin to study the processing mechanism. We can never as educators expect to deal with the learner as a "clean slate." At that point in the maturational process when we are first confronted with a formal instructional task, we are faced with an already highly complex personality. At this point the learner is displaying symptoms of an already fixed processing structure. This condition should challenge the media professional. The influences he can bring to instructional practices are great. Creative use of media can serve to reorient the learner and allow for the expansion of the learner's options. (The best way to avoid the impasse that a restricted learning style presents.)

The media professional should work to define the constituent elements of a medium in order to develop a strategy that will most effectively and economically achieve stated objectives (instructional, entertainment, etc.)

The media or medium must be classified for use in terms of how it will interface with, and the impact it will have on the learner, relative

to the specified objectives of behavior modification. Some of the factors requiring study are presented here:

1. Sensory orientation in terms of human receptors. (Sight, hearing, smell, taste or touch)
2. Sensory oritentation in terms of the stimuli. (Light, sound, odor, flavor, feel)
3. Learning modality orientation (cognitive, affective, psychomotor)
4. Affects in terms of space, time, and motion.
5. Technological limitations.
6. Taxonomy.

Media and its measurable effect in the organizational processes of the learner is a virgin area of study. We must experiment with the media to learn at what functional levels, from the communication of knowledge to the demonstration of evaluative processes, it can operate. This line of inquiry suggests that a model of the learning process might help to define the operant levels of media interface.

It is hoped that these thoughts, compiled within the constraints of available time, will stimulate the media professional to investigate, in depth, the facility that exists within the expanding technology to contribute to the learner's performance with measurable results.

IV. Accountability Will Enrich the Curriculum and Increase Experimentation and Innovation

A. Visibility of Instructional Practice

Accountability must be in reference to the learner and what he learns or does not learn. All instructional resources are deployed to maximize the learner's opportunity to achieve instructional objectives. The instructional system that results serves the curriculum planning group responsible for establishing curricular and instructional goals. The curriculum planning group is responsible for the measurement of the performance of each component. The system is evaluated on the basis of achievement or non-achievement of assigned tasks.

Evaluation is no longer the sole property of the individual in charge of instruction, but an independent audit which involves all components of the system. Traditionally we have relied upon the person interfacing directly with the students for evaluation of his own efforts. This has generally resulted in "boiler room" evaluation with no reliable evidence to confirm results. Even when some evidence was apparent, unfavorable evaluation tended to be explained away by a number of nebulous factors. When evaluation is established as an independent audit, we will be able to gather much more reliable data and the operation of each component becomes visible to the appropriate monitoring agencies.

Historically, the media profession has made significant contributions to the roots of accountability. Since technology makes instruction visible by recording in some manner, content and method, instruction is then accessible to evaluation. The media profession pioneered in the "trial-revision, trial-revision" method of development of instructional materials. For example, as educational television developed, team evaluation of instructional effectiveness was conducted independently of the instructional team who created the programs. Feedback from this evaluation resulted in revision of methods and content used by the instructional team. The same process was integral to the development of language laboratories, programmed instruction, the audio-tutorial method, and the "system-approach." Accountability is an integral part of all these instructional designs because their effectiveness is dependent upon independent evaluation and cause and effect relationships can be identified.

One of the key elements of accountability demands change in the basic concept of instruction from teacher centered independence to a more systemized approach. The media professional and in particular, the Instructional Designer, is provided an unique opportunity to play a major role in this change. The Summary Report of the 1970 Okoboji Conference, Committee VI states, "The Educational Communications Technologist must be a leader of the change process for curriculum redesign, identifying the intrinsic need for media in the improvement of instruction."

Just as it is normal for an instructional practitioner to resist change when there is little motivation to change, it is also normal for an instructional practitioner to experiment with new techniques to solve instructional problems when motivated to do so. The involvement of the instructional practitioner as part of a team effort to develop learning goals and performance objectives will provide a positive motivation to employ new strategies of learning.

Accountability will provide an opportunity to use different learning strategies with different students at different times. This new emphasis will provide a powerful opportunity to the media oriented instructional practitioner to use state of the art technology to help students attain their learning goals.

Reliance on tradition is a strong factor in determining curriculum content, teaching experience, staffing, materials and physical facilities. It is a strong force in holding the status-quo of education. Accountability, if properly applied, will demand an absolute break from this reliance on tradition which discourages innovation, experimentation and expansion of curricula.

B. Enrichment of the Curriculum

The concept of accountability in the learning process will require a more effective application and utilization of the available resources. It will require a rigorous ordering of priorities based on evaluative data. The curriculum will become more responsive to the established goals and objectives with the elimination of the marginal and the unnecessary. This may result in the elimination of some traditionally accepted programs and teaching procedures. Programs based on need will be brought into focus.

All of the new learning strategies that are brought into play because of the general acceptance of the principle of accountability in education will not result in an improved curriculum. The literature to date reveals that in some instances the opposite is true. However, the feedback process that is a part of evaluation and learning system concept will provide a procedure for the analysis and correction of these deficiencies.

An individualized accountable curriculum will demand more, not less, materials, techniques, and experiences if we expect to objectively deal with individuals. Opportunities must be maximized.

C. Innovation and Experimentation

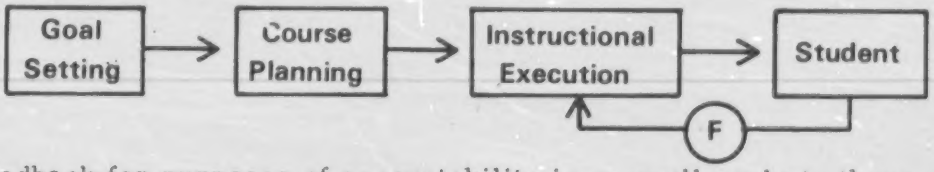
The creditability of educational experimentation and innovation has been challenged at the local, state, and national level. In the opinion of the committee, accountability will not be stifled, but will in fact encourage innovation, because accountability will provide visibility and publicity. If the experimental program is successful it will be more readily continued, expanded, and implemented. Accountability will encourage the development of innovative proposals, projects, and programs that incorporate evaluative features. For it is on the basis of the probability of improved performance that the submitted project will be funded.

V. Accountability Must Insist on Shared Determination of Educational Goals and Standards and Will Alter Responsibilities within the Educational Hierarchy

In an article in Nation's Schools, "The 'Systems' in 'School Systems,'" Brian Fitch, BRL's director of the performance contract in Gary, Indiana, states that "performance contracts provide the opportunity for systems developers to negotiate with school people." As a technological concept, the systems approach means that comprehensive decisions are made earlier in a process by a more varied group of specialists than we in education are traditionally used to. One manifestation of this is that

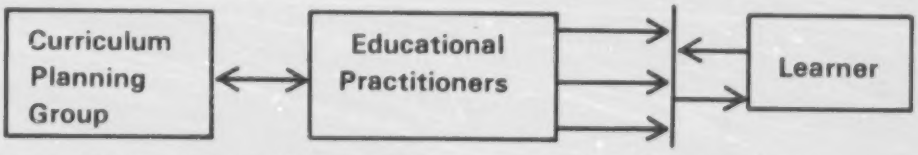
instructional decisions become part of the decision making process of the system planning group rather than, as is traditional in education, virtually the sole responsibility of the individual assigned students. The capability of education to employ a systems approach to instruction derives from the development of technologies of instruction that can take over specified instructional tasks with great reliability. This means that our traditional posture of directing all our efforts to optimizing the efforts of the person in direct interface with the student changes conceptually to one of regarding that person as one of the media of instruction available for deployment. (We are discussing here a conceptual framework that forms the basis of a management system. Group 6 is well aware of the special requirements of the human relations elements involved, but we want to set the proper perspective from which the activities of all components must be viewed.)

Traditionally, the instructional process is linear with fairly discrete decision making steps:

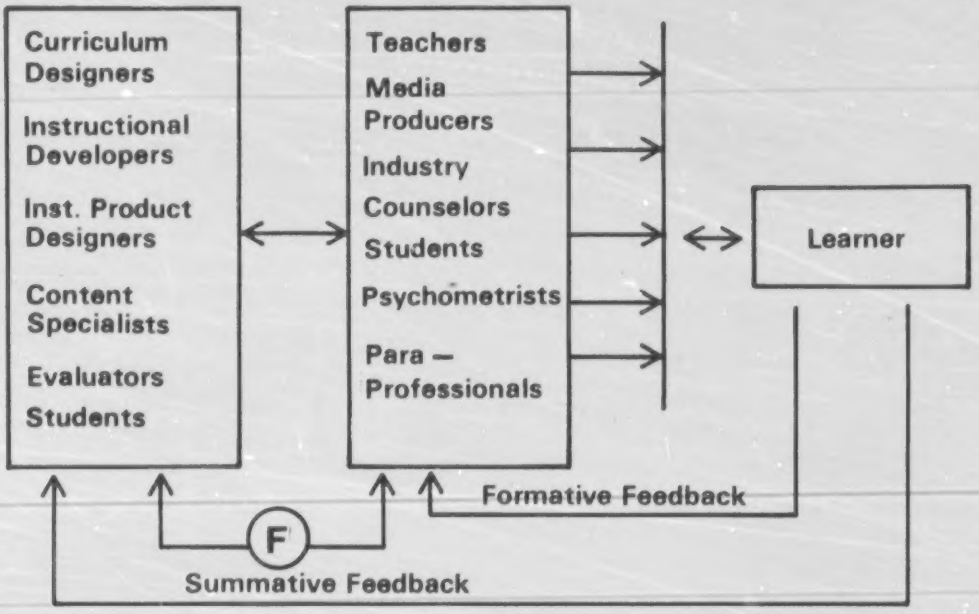


Feedback for purposes of accountability is normally only to those executing instruction.

In a systems approach, where decision making is more far reaching, the discrete steps above are absorbed into a vertical arrangement and decisions are carried out by the various components in a parallel rather than linear sequence and accountability for each is retained by the systems planning group:



The specialties involved in each group may be (intended to be indicative rather than inclusive):



The left-hand box represents curriculum management and the middle box instructional management. Attention is directed to the arrows between instructional management and the learner. This is intended to show that students may be assigned to the efforts of educational practitioners or they may be free to choose among the options available (or a combination). Conceptually, assignment of students to appropriate components is made by the curriculum planning group, rather than the teacher. The teacher now acts as the gatekeeper. A characteristic of this shared responsibility concept that should appeal to teachers is that the individual teacher can be held accountable only for that portion of the instructional task assigned to him. The trade-off, however, is that the teacher can no longer unilaterally decide whether or not the learner will interface with another component.

There are a number of programs now in operation or in the formative stages that are, in varying degrees, examples of the curriculum and instructional management configuration developed here. IPI, the open university in England, New York's off-campus degree program, performance contracts, the CLEP program are all embryonic examples of accountability in a systems approach.

Obviously, the above conceptualization changes the relationships between groups within a school district; for example, administrators, particularly, do not understand the changed nature of their participation in both decision making and supervision of the instructional management process. They tend to retain their traditional view that instruction is the territory of the teacher. In a very real sense, one way of looking at

the Gary experience is that administrators turned over to a company, administrative responsibilities they were reluctant, or unable, to exercise.

The change in the teacher's role will come about by altering the conditions of instructional management. One of the vital tasks of educational engineering is to devise instructional management configurations that permit commitments made at the curriculum planning level to be carried out by components assigned to tasks without interference. Television ran into trouble because it obviously invaded the teachers' territory and the teacher, understandably, resented both the challenge to authority and the status reduction to proctor. Individualized instruction programs more effectively handle this problem by not challenging the teacher's image directly and, usually, by not confining instructional activities to the territory of the teacher. *

The field of instructional technology has three main functions in this system:

1. Curriculum technology and instructional design. (The first is the application of technological principles to curricular analysis and the second is the application of broad instructional analysis techniques.)

2. Instructional product design. This emerges from the above and is based on behaviorally sound principles. (Not the same as media production.)

3. Media services--the traditional role.

An urgent need of the field is to establish authority over 1 and 2. Item 1 will very probably be realized. Unless the profession acts soon, item 2 is less likely to be realized.

*The sociology of instructional relationships is one of the most under-researched, but most important, topics in education. A fascinating rearview mirror example appeared in an article on the open university in the January 1970 issue of the British Journal of Educational Technology. Because the open university is predicated on instructional technology, the "teacher" as a traditional functionary doesn't exist. Much of his "ball-of-wax" has been assigned to various specialists and his responsibility is subject matter content However, the significance of this escapes the author who insists on projecting into a new set of dynamics, a vestige of the old.

(Report of Study Committee, Group 6 continued)

REFERENCES:

1. A Committee of College and University Examiners. Taxonomy of Educational Objectives, The Classification of Educational Goals. Handbook 1. Cognitive Domain, Edited by Benjamin S. Bloom. N. Y. David McKay, c. 1956, 207 p.

2. Guilford, J. P. and Tenopyr, Mary L. "Implications of the Structure of Intellect Model for High School and College Students." Teaching for Creative Endeavor.

3. Hoban, Charles F. "OR and Curriculum Planning," Audiovisual Instruction, March 1968, 13:263-6.

4. Krathwohl, David R., Bloom, Benjamin S., and Masia, Bertram B. Taxonomy of Educational Objectives, The Classification of Educational Tools. Handbook II: Affective Domain. N. Y., David McKay, c. 1964, 196 p.

5. Mecklenburger, James A. and Wilson, John A. "The Systems in School Sytems - Lessons from Gary, Indiana, Performance Contract." Nation's Schools, November, 1971.

6. Sixteenth Lake Okoboji Educational Media Leadership Conference, 1970, Summary Report. Redesign of Education: Media and the Learner in the 70's. Report of Study Committees, Group IV, "Rationale, Trends, and Prototype for Resdesign of Education." V - Part C, p. 72. "ECT must . . . in the improvement of instruction."

7. Von Haden, Herbert I. and King, Jean Marie. Innovations in Education: Their Pros and Cons. Worthington, Ohio. Charles A. Jones, c. 1971, 184 p.

COMMITTEE MEMBERS:

Dick Rosonke, Chairman
Edward Zazzera, Recorder
Ralph Holloway, Asst. Recorder
Jan Cureton
Helen Dresen
Robert Heinich
Arthur Lalime
Robert Lindemeyer

* * * * * *

TWELFTH GENERAL SESSION

Friday, August 27, 1971
8:13 a.m.
Presiding: Charlie Roberts

I. Harold Hill moved that the report submitted by Group 5B be reconsidered by the conference. Seconded by Jack Blake. Discussion followed.

II. Fred Williams asked that an affirmative vote be considered as a group approval for Group 5B to edit page 12 of their report. The chair so ruled. The motion carried.

III. Fred Williams made a motion that the conference endorse publication of a summary report of its activities. Seconded by Hans Moll. The motion carried.

IV. Hans Moll moved that the report of Group 3 be published first in the report since it dealt with the philosophical approach to accountability. The motion was seconded by Dan Isaacs. James Wallington moved to amend the motion to read that "the editors be given discretion as to the order of the reports and their numbering." The amendment was approved and the motion carried.

V. Eugene E. Lewis moved that the conference accept and print the concerns of the delegates as a part of the Summary Report. It was seconded by Ed Anderson. The motion carried.

VI. James Wallington presented the Resolutions to the conference for acceptance.

RESOLUTIONS COMMITTEE REPORT

Resolved, That Lee and Lida Cochran be commended and warmly thanked for their work in making the conference the success it is. Their personal and professional contributions are the key to the spirit of Okoboji.

Resolved, That warm appreciation also be extended to the office staff and the Iowa Committee without whom there could be no Okoboji.

Resolved, That our thanks also be extended to Phil Carlock and Charlie Roberts, Co-Chairmen; to Harold Hill, Chairman of Rest; and to Richard Hubbard, Parliamentarian for their unstinting efforts toward the smooth and successful operation of the conference.

(Resolutions Committee Report continued)

Resolved, That we, the Okoboji Conference delegates recommend to AECT that AECT and/or its Telecommunications Division take action--beyond its action in PublicCable--to insure that educational interests be protected regarding access to channels on present and future public cable television systems.

Whereas, The Lake Okoboji Conference is a gathering of delegates charged with considering major concerns;

Whereas, This Seventeenth Lake Okoboji Conference has agreed upon the need for more involvement and exchange of ideas;

Whereas, AECT is the professional organization representing the delegates and having the responsibility to disseminate information which affects that profession; now, therefore, be it

Resolved, That the issues and positions stated by the Lake Okoboji Conference committees be edited, published, and disseminated in a meaningful format to the AECT membership.

Whereas, The delegates to the Seventeenth Lake Okoboji Conference are representative of the Instructional Technology leadership and;

Whereas, There is a need for greater input from practicing Instructional Technologists into determining peer competency; now, therefore, be it

Resolved, That AECT continue its efforts toward the certification of Instructional Technologists and that such certification be based upon competencies.

COMMITTEE MEMBERS:

James Wallington, Chairman
One member from each of the discussion groups

* * * * * *

(Twelfth General Session continued)

VII. It was moved by Thomas Harries and seconded by Adrian Teaf that the resolutions be accepted. The motion carried.

(l. to r.) Rosonke, Wilson, Bratton, Harries, May and Spillers

VIII. Funds provided by Mr. and Mrs. Gordon Tubbs in memorial to Robert W. Locke, McGraw-Hill, and by an anonymous donor were presented by Phil Carlock to six graduate students attending the conference to assist in covering their expenses. The recipients of the scholarships were: Barry Bratton, Thomas Harries, William May, Dick Rosonke, David Spillers, and John Wilson.

(Twelfth General Session continued)

IX. Mr. Cochran announced that a certificate of honor from the Okoboji Conference would be given to John R. Hedges, Iowa City, for sixteen years of devoted service to this meeting.

X. The international delegates and the delegate from Puerto Rico summarized their impressions of the "Okoboji Experience" as follows:

ARVID VADA, NORWAY: "Before I leave Okoboji and this country this evening, I wish to thank you for the information you have given to me about accountability and for the information about your audiovisual centers. Norway is a developing country in this area. I hope that I will be able to help in this development. I am convinced that it is the only way to individualized instruction."

LUIS BERRIOS, PUERTO RICO: "I should like to thank these people for giving me this opportunity to attend this conference. The Okoboji experience is one I will never forget in my life."

HO LIEN BIEN, SOUTH VIETNAM: "I will stay in this country for some time but I wish to thank you for giving me this wonderful opportunity. I hope I will never forget it. When I left this country five years ago, the discussions were entirely different from those being held today."

XI. Ovation was given to the Iowa Committee for the smooth operation of the conference.

XII. Charlie Roberts expressed appreciation for being elected co-chairman. "This is the greatest experience of my media career. Hope to see you all in Minneapolis."

XIII. Leone Lake, as Editor-in-chief of the Blabbermouth, expressed appreciation to her many assistants.

XIV. Robert Heinich, President of AECT, in behalf of its Board of Directors presented a plaque to Lee W. Cochran in recognition of his contribution to leadership development in American education. (See next page.)

Robert Heinich, President
Howard Hitchens, Jr., Executive Director

Association for Educational Communications & Technology
Formerly DAVI
1201 Sixteenth Street, N.W., Washington, D.C.20036 • (202) 833-4180

August 22, 1971

Mr. Lee Cochran
35 Olive Court
Iowa City, Iowa 52240

Dear Lee:

Your contributions to American Education are of such magnitude and diversity that it is difficult to limit any statement of recognition and appreciation to this small space. Our Board of Directors has asked that such a statement be made in this rather permanent mode and I am honored to be associated with the message.

Your contributions might best be summarized as the leadership of leadership. This elusive but measurable contribution might be further encapsulated by the word Okoboji; for under your inspired leadership the word Okoboji has been given a new meaning throughout the world of education.

Your contributions have made a difference in this world and they have been a bellwether for our profession. Your place in this profession, in the history of American Education, and in the hearts of your colleagues is secure.

Sincerely,

Bob

Robert Heinich
President

Publishers of Audiovisual Instruction and AV Communication Review
National Convention, Minneapolis, April 16-21, 1972

Cochran receiving plaque from
President Heinich, AECT

(Twelfth General Session continued)

XV. The conference summary was presented by John Vergis.

CONFERENCE SUMMARY
by John Vergis

Summarizer Vergis

Lake Okoboji is a sparkling sapphire in an emerald setting. Its crystal waters reflect the hues of Iowa's wide skies, now pastel blue, now cumulus white, now nimbus gray. Circling this deep water gem are stands of magnificent red maple and horse chestnut, sweet buckeye and speckled alder, yellow birch and white oak. Birds by the thousands nest in leafy branches and along Okoboji's shores. Starling and catbird, bobolink and yellow billed cuckoo, red headed woodpecker and black capped chickadee. Flowers abound everywhere. Canada thistle and black eyed susan, dandelion and daisy, golden rod and purple aster. Even the grasses lend color and texture to the idylic setting. Sedge and side oats, timothy and Kentucky blue grass. Flashes of color and flitting shadows among tree trunks, through grass roots and in watery depths, reveal mammal, insect and fish in untold numbers. It is no accident that these life forms have managed to co-exist through eons of time. The ecological key to their survival as species is nature's type of accountability. Each life form, no matter how minute, no matter how seemingly insignificant is part of all other life forms and therefore is accountable, with varying degrees to its complete environment. Man, the highest life form this planet has ever produced to survive as a species among species, must also be accountable to his environment, whether it be social or natural.

In view of the example of ecological accountability that beautiful Okoboji affords, it was altogether fitting that the topic of the 17th Okoboji Leadership Conference was "Accountability and the Media Professional." The theme was even more appropriate than is apparent at first glance because like grass is to flower is to bird is to tree is to insect is to fish, the media professional, specialist in the design and transmission of information is at the heart of the instructional process and therefore is accountable in some degree to all educational disciplines and in their turn all educational disciplines to varying extent should be accountable to him.

(Conference Summary continued)

Dr. David Darland set the tone of the conference with his keynote address. By example and persuasive rhetoric, he established the need to examine the aspects of accountability. Particularly significant were his comments concerning the windstorm of change that society, and hence education, are currently experiencing. He made it evident that we as educators should leave no stones unturned in our search for better educational procedures.

Despite Dr. Darland's dire warnings, when in the placid Lake Okoboji setting, it was difficult to imagine that there are such problems as wars, pollution, overpopulation, technological dehumanization and the shattering effects of "future shock."

When we began to implement the conference theme under the able guidance of Co-Chairmen Carlock and Roberts, any pollyanna ideas about the media professional's position in education's future were soon dispelled. The more we discussed our relations to the accountability concept, the more we wistfully appreciated Okoboji's calm.

The range of media accountability's application to the total educational process was reflected by the subdivisions we chose to make of the theme. Seven work committees studied and reported on accountability from its philosophy, through its application to curriculum and instruction, its relevance to humane education, the media hierarchy it imposed, and its effect on professional standards. In the course of their efforts to come to grips with their topics the committees defined and redefined key terms until they were acceptable to most of us.

Then, through the remainder of the conference, the committees hammered together the seven content chapters for the final report. Although hammered may not be the best word to describe committee selection and assembly techniques, it suggests the rough and ready methods that had to be employed in order to develop a respectable report in a limited time by Okoboji's unstructured process. Despite its important position many of us realized that the final report was not meant to be the prime purpose of the conference. The report was merely the means for involving delegates in a series of dialogues with an aim toward encouraging the emergence of leadership characteristics. In brief, the process of producing a report should be far more valuable than the final product.

More than any other similar conference, Okoboji has applied the principles of accountability to its operation in tangible, practical ways. For 17 years it has been uniquely accountable to the media profession. Almost no one who is a media leader today has not been through the Okoboji process. Participation is, and always has been, a mark of distinction.

(Conference Summary continued)

Evidence for Okoboji's popularity is not hard to find. Examples this year abound. Topping the list was the excellent organization that made everything possible. The Iowa group from Lee, Lida Cochran and Bill Oglesby through to the kitchen staff did their homework extremely well. The food was good, the library working, and sleeping quarters adequate, and the rec hall by Lake Okoboji tremendous. Furthermore, just who managed to convince the weatherman to wrap the conference in cool, pleasant sunshine from Tuesday to Friday, will always remain a mystery.

Most importantly, all of us appeared to truly enjoy each other's company. Whether we worked or played, we usually did it with a minimum of friction. Even our disagreements were endured without rancor. Each of us had a job to do and did it. Each of us felt he was accountable to the rest of the conference.

And now that the Okoboji happening is over and we are about to leave the shores of our sparkling sapphire in its emerald setting, let's return to our offices, classrooms, laboratories, and shops and apply this week's Okoboji experience to the task of making us and those we influence better educators. And like the flora and fauna in and around the lake, let's apply the positive aspects of accountability where they'll do the most good to help us continue to survive as professional species.

* * * * * *

XVI. Harold Hill returned the badge of the Chairman of Rest and Nitpicking to the chairman, Philip Carlock.

XVII. Roger Kueter announced that the 1972 theme for the Okoboji Conference would be "Leadership Development for the Media Profession." He encouraged delegates to contact the Planning Committee with ideas or suggestions. The 18th Okoboji Conference will be held August 13-18, 1972.

Carlock, Roberts, Oglesby

XVIII. Philip Carlock expressed his appreciation at being elected co-chairman. The conference gavel was returned to William Oglesby.

(Twelfth General Session continued)

XVIII. William B. Oglesby closed the 17th Okoboji Conference:

"On behalf of the Iowa Committee, I accept the return of the gavel, and all other official paraphenalia, and promise its safe-keeping until the next meeting of the Council of Okobojians.

Some came to this council with the markings of previous encounters... many came unscathed and anxious to test their courage. Many brothers can now claim with honor their first feathers... while others will be adding to an already full head-dress. Some were moved in the heat of difference to don the warpaint... but many chose to debate with the pipes of peace.

All have been strengthened through the wisdom of our sachems and chiefs... all have been moved by the valiant thrusts of the braves... all have shared in the fellowship of concern... all have dared to seek, and to search, and to give of themselves!

As the embers of our Council fire flicker with their final glow, we would invoke the Great Spirit to fan with a restless wind, the sparks of professional passion that have been kindled in the hearts and minds of these Okobojians... Enflame them with an unquenchable desire for dedicated service to their fellow-men. Endow them with the insight to discern truth, with the commitment to act, and with the humility to be human.

We wish you Godspeed for a safe return and for a rewarding, challenging year ahead."

XIX. The 17th Lake Okoboji Educational Media Leadership Conference adjourned at 10:05 a.m., Friday, August 27, 1971.

* * * * * *

These were the concerns submitted by the delegates to the 1971 Okoboji Conference. They were distributed at the opening of the conference and were used by the Planning Committee prior to the conference to help formulate the discussion subjects.

ACCOUNTABILITY AND THE MEDIA PROFESSIONAL

1. LUIS R. BERRIOS

   A. What criteria will be used for evaluating the performance of the media professional working under an accountability system. Which goals are to be evaluated, In what form?

   B. How do you make the media professional accountable for the performance of students, working under a program of individualized instruction, where ample opportunity is provided so that students can learn at their own pace and in which the media professional participation is of great importance. Will it mean that he and the teacher will be accountable for each individual student?

   C. Will the media professional, as an innovator, feel hindered by the pressure resulting from his evaluation under an accountability system?

   D. How will the accountability of the media professional help towards the improvement of the performance of both, the accountable teacher and the student?

2. WAYNE O. BERRY

   A. Is the autonomy of the media professional such that his performance can be evaluated?

   B. What variables enter into the overall function of a media professional?

   C. Within the present system can accountability be determined by persons other than the media professional himself?

   D. Is it within the power of the media professional to determine objectives relevant to learner-performance for which he will be held responsible?

   E. Is the modus operandi of the media professional throughout this country uniform enough to construct valid criteria for accountability?

   F. When a complete system becomes oriented toward accountability, what should be the media professional's function toward the overall plan?

   G. If schools are public, what degree of accountability must be assumed by the general public, and who renders the evaluation?

   H. What are media professionals being held responsible for, and by whom?

3. JACK BLAKE

   > "California public schools are wasteful and inefficient in the way they handle special aid programs for minorities and disadvantaged pupils... Large sums of state and federal money are being spent without evidence that it is doing any good in helping children learn to talk, write, read or figure arithmetic any better..."

   Recent events in California have brought about some very real concerns among California educators. The quotation above comes from two opening paragraphs of a major news story describing the results of a two-year legislative cost-effectiveness study of California's public schools (San Diego Union, June 27, 1971).

   That this report has brought about frustration, anger, insecurity, dismay, and some serious questions about its accuracy and objectivity is an understatement. The real disaster is that while evidence exists

(continued)

that learning gains among minority and disadvantaged students have been recorded, it is lost in the press reports. Equally detrimental is the fact that this news breaks at a time of diminishing financial resources. This may make it most difficult to effect valid and objective measures toward true accountability now and in the next few years.

To the California media professional, it is a serious threat since the special aid programs for minority and disadvantaged pupils are heavily media oriented; every aspect of hardware and software, book and non-book media support has been applied for the past five years. Now, when after five years we are beginning to show significant gains, a two-year study by economic analysts proclaims our efforts wasteful -- a failure!

Add to this other events affecting education throughout our nation, and we as media professionals do have some concerns. Here are my concerns as I see them falling into three major areas of analysis:

Terminology and Definition

Educational goals are relatively simple to define in broad, general terms We understand the need for more specific statements, but the more specific we become the farther we remove ourselves from public understanding.

1. How do we command the more difficult skills to define instructional and behavioral objectives with more exacting specifications?

2. In defining objectives, how shall we define such terms as instructional media, systems, and technology, in ways that are consistent with educational goals that are understood by the public?

3. As objectives become more specific and definitions operant, how can these be stated in terms that will bring back public understanding and acceptance instead of adding to the growing public misunderstanding and rejection?

Data Gathering, Processing and Evaluation

Many educational administrators as well as many media professionals have doubts about cost-effectiveness, PPBS, cost-benefit-analysis, et al, and are skeptical of school systems that enter into accountability in any of its variations. Much of this doubt arises from a general lack of understanding of steps employed in data gathering, processing, and evaluation.

1. Can media professionals become effective change agents in overcoming the general lack of understanding with respect to the concrete operational steps involved in the implementation of accountability procedures?

2. Can we as media professionals be useful in the separation of uncontrollable variables from truly relevant variables; teachers and students, curriculum and program objectives, instructional media and systems?

3. How can we develop goal-oriented data gathering systems that will be useful in the measurement of costs?

4. How can we develop processes to permit the evaluation of programs without becoming lost in teacher costs, equipment capabilities or the lack of capabilities, amortization of instructional media costs, and concern with the complexities of hardware-software?

Application of Accountability to Education

Programs are being declared wasteful failures and funds are being withdrawn because of haste when programs for minority and disadvantaged pupils, much less the evolution of techniques of accountability, really require five or six years to develop.

1. How can we place a recognizable value upon the gains that disadvantaged pupils are actually making? Or do we continue to measure non-performance?

2. How can we prevent poor planning, poor evaluation, and poor results which inevitably result from haste and serve only to confuse cost-effectiveness (economics) with educational achievement satisfaction?

3. How can the media professional join forces with other educational administrators to bring about a clear understanding of what accountability is and how accountability can work for the benefit of the children and the schools which serve them?

4. V. BOEKELMAN

What is the justification for our existence as professionals? We have been pouring billions $ $ into education within the past decade, can we prove they have made a major contribution to learning? I call myself a teacher, can I prove it?

1. Accountable under what conditions?

   a. What teaching atmosphere and environment is provided? What is the administrative philosophy and what am I doing to support/change it?

   b. What are the community attitudes towards schools? To what extent is the public committed to support the instructional programs. What is the organizational structure and class/group size?

2. Accountable by whom, and to whom?

   a. What PR programs do we have? Do we keep the paying public informed about school learning activities?

   b. How do we best serve the learner? What are student reactions? How well do we know the learner? What are teacher attitudes?

   c. How are we certified as professionals... educational background, and teaching experiences?

   d. Who evaluates the evaluator?

   e. Accountable to self: who are we and what do we know about the learning process? Am I professionally alert? Do I keep learning?

3. Accountable for what action and outcomes.

   a. How do we test results and interpret them? Do we use test scores or are they something to be filed?

   b. What attitudes are evident towards learning... affective behavior? How do we prepare instructional objectives?

4. Accountable to what degree?

   a. Are we humanizing the curriculum? What are the confines... limited confines of school vs. wider environment of life??? What is our perspective? How do we measure growth?

5. Accountable over what period of time?

   a. What are the immediate responses and what are the trends? Are we supporting students to learn how to learn? Are we concerned about the humanizing factor? Are we "over educating" at the top level? How soon do we begin formal instruction... 3 & 4 yrs old??? TV is a good baby sitter, entertainer, educator... What is our responsibility to the community? What are our limits of influence?

Accountability... are we concerned?

5. BOYD M. BOLVIN

A. Accountability for student learning should be an accepted responsibility of all members of the instructional team, which includes the teacher, student, administrator, and media specialist. As a member of the team, the media professional should be held responsible for the satisfactory performance of his role in the total teaching-learning process. But, how will he be held accountable for what students learn--and to what extent? How will his contribution to student learning be determined? What will be the consequences of his being held accountable for his part in the total teaching-learning process?

B. It has been said that the media field has been in the accountability business for some time? But has it? Can we today adequately measure the effectiveness of the use of media in instruction? Can we really show that the use of media makes a difference in the teaching-learning process? Is mediated instruction in itself accountable? Is it not the changes that occur in student behavior as a result of the use of mediated instruction that make the difference in accountability?

(continued)

C. The development of specific performance or management objectives should be the first step in the total process of accountability. Each media professional needs to develop specific objectives, be able to state them in measurable terms and set target dates. If they are to be viable objectives, they should be reviewed and revised as needed throughout the year. At the end of the year, the media professional can evaluate how well his media program has affected instruction and learning, how well it has met institutional goals, and determine to what extent he has met his objectives. But does all of this ensure accountability? Will the media professional need to show cost effectiveness as well?

D. How can we change the emphasis in education from "teacher and instruction" to "student and learning?" Benjamin Bloom has said that most students (perhaps over ninety per cent) can master learning tasks. However, to reach this goal would require some major changes. Classroom activities need to become learner and learning centered, measured by performance criteria, rather than teacher and teaching centered. Individual learning plans or prescriptions ought to be developed for each student. Students need to become managers of their own learning--which presupposes that teachers are also managers or "facilitators" of learning. Students need to be presented with a number of alternatives or "options." The lecture by the teacher might be one of the options--or the lecture on audio or video tape--or some mediated approach. Students should have the right to choose from a wide variety of media, methods, and technological devices as they pursue learning on an individual basis.

6. BARRY BRATTON

A. Current attempts to impose accountability within the existing educational system of information-giving instruction. Accountability is dependent upon the establishment of measurable objectives, validated instructional packages and evaluation (formative and summative). Without these, is accountability just a fad?

B. The punitive interpretation of the concept by some. I believe accountability can and should be a positive dimension in the improvement of education.

C. As media professionals, to what extent are we accountable:

1. to the teacher?

2. to the administrator?

3. to our peers?

4. to the public?

D. Educators must look beyond the field of education. We must be willing to escape the safety of our closed system and examine how institutions outside of education utilize the concept of accountability.

E. We are in the communications and people business. We must take the leadership role in diffusing and adopting innovative practices. What are some strategies for introducing accountability into our institutions?

F. Accountability forces us to establish some systematic approach to educational problems and management. Therefore, the implications of tools like Instructional Development, PPBS and systems analysis need to be explored.

G. My professional interest lies in the area of Instructional Development. To whom and to what extent is the instructional developer accountable? It seems to me one function missing in many I. D. models is the role of sensitizing the instructional developer to the needs, goals and expectations of the myriad of special interest groups as they relate to the decisions he makes.

7. PHIL D. CARLOCK

A. One of the basic concerns in the professional accountability area of education must be the control and stimulation of favorable attitude on the part of each member of the educational organization. The need for involvement and the identification with this attitude must include a marriage of humanism as well as performance. The attainment of this goal and the procedure to achieve it is a major concern.

B. Once the favorable attitude is accepted and recognized, the evaluation and measurement of the performance must be applied. I would question what form of measurement would be best feasible to attain the maximum accomplishment.

C. Assuming the fact that objectives, attitude, appraisal, etc., are formulated, the structural elements should be analyzed; i.e., do we term it "performance contract," "management by objectives," "independent education accomplishment audit," "management support," or preclude that these would only be titles and inherent in accountability is who you know, not what you know or what you do? In a more simplistic way: who checks the checker?

8. MARGARET CHISHOLM

I. What do we really mean by accountability?

A. Do we mean the objective, quantitative, measurable side of learning?

B. Do we mean the affective domain - the personal and humane side of learning?

C. Can accountability be applied to both areas?

II. Who will be involved in setting the standards against which performance will be measured?

III. Is accountability an analysis of resources invested related to results achieved?

A. If so, how do we measure the resources invested?

B. If so, how do we define and measure the results achieved?

IV. If public schools cannot develop effective means of accountability, what are the alternatives?

V. How will accountability affect professional performance?

VI. To what extent should each participant in the educational process be held responsible?

A. The teacher

B. The principal

C. The administrator

D. Persons responsible for instructional systems planning and implementation

VII. For adequate evaluation, would an external educational audit be required?

VIII. What impact would incentive contracts have on public education?

IX. To implement a workable plan of accountability, what would be the short range and long range steps necessary?

X. What role will educational technology play in such a plan?

XI. What will be our individual responsibility in the development of such a plan of accountability?

9. MILTON CHRISTISON

WHAT... are we to use as the basis for our system of accountability?

A. Must each school (district or institution) develop their own (behaviorally stated) goals?

B. Will the developmental costs for "accountability systems" lead to reliance on national funding and the acceptance of national priorities, goals, and programs?

1. Do we have the leadership potential within the education profession to convert our present instructional structures to a system where teachers are held accountable for their student's achievements on clearly specified objectives?

WHO... will interpret the results (cost-accounting, program-budgeting, cost effectiveness, cost-benefit)?

A. Could we find ourselves in the position whereby data we provide with our bright new accountability system is used against us or our instructional programs?

10. LEE W. COCHRAN

If accountability is to meet its proposed objectives, in my estimation, it must start in teacher education. In-service programs cannot devote enough time to such an important change in education. Some teachers have been accountable for years, doing a fine job, and others have never been accountable, but during the teacher shortage of past years, these unaccountable teachers received many years of "classroom time" and now are probably going to continue to teach (or go through the motions) for more years, until they retire.

First, the colleges and universities must change their teaching methods and programs to meet this revolutionary change in education. Industry and all commercial companies have held their employees accountable for years, why not the educator?

(continued)

But to have accountability in education, it must start with the parent, and up through the teacher, principal, curriculum specialists, and administrators, and the Board of Education, including the State Department of Public Instruction.

I would make the observation that if the public schools and colleges and universities don't make a thorough cost analysis study vs. student achievement, and bring about change in lowering school budgets, we are in trouble in this country. Education is receiving very poor press and television coverage during the past few years, and the taxpayers in turn blame all problems onto the schools. Perhaps we need better Public Relations courses in schools for all persons in education, public, private, and higher education.

A school or group of teachers in a school can be doing an outstanding job of creative teaching, but if the taxpayers and parents are not aware of progress in the improved educational program, they will go even further than they have in the past few years in fighting tax increases for education.

I firmly believe that if we don't change the social attitude of the students in our schools, junior high school, high school, and colleges, we will continue to have public relations problems, that will continue to bring many problems from parents, the press, and public in general.

At Okoboji this year, I hope we can look beyond "accountability" and look for some of the reasons behind this movement that has been forced on education, and take a good hard look at education in general, then try to figure out where the Media Professional fits into this program.

11. LIDA M. COCHRAN

This year's topic requires a two-prong approach: First, we must seek an understanding of the meaning of the complex problems and interrelated consequences represented in the term "accountability." Secondly, we must consider the responsibilities which educational accountability imposes on the "media professional."

As to the first prong, I cannot disagree with the general idea of accountability. To do so would be similar, for one of my generation, to attacking motherhood. The Christian concept of stewardship is one of accountability. Auditing a treasurer's book, filling out income tax forms, reading financial statements of corporations, firing or promoting employees, voting for or against political office holders, --all are based on the concept of accountability and are part of our daily lives.

It is when we ask, "Who is accountable to Whom and for What, and by Which tests, and under what Conditions?" that we begin to come to grips with the complex issues rolled into the simplistic term, "accountability." Underlying these questions of Who, Whom, What, Which, How, and When there is a philosophical consideration which troubles me. For anyone to be held accountable for anything, it is necessary to assume that it is possible to identify the desired outcomes and perfect instruments to measure their attainment. In training, this identification is relatively easy in terms of specific tasks. In education, if we are committed to the ideal of individual fulfillment, it becomes extremely difficult to describe all specific outcomes. I am increasingly convinced that education cannot be classed and described as a product. Rather, education is a process. Ideally, education as a process will provide unlimited access to information for all students, permitting each to develop to his full potential. I hope we can examine accountability in terms of educational process, because "our field" holds the keys to "unlimited accessibility of information."

When we begin discussing the responsibilities of the "media professional", logical systematic exploration is handicapped by the ambiguity resulting from the lack of definition of the term, "media professional." The great diversity of our field is a source of great strength, but at the same time, this diversity makes agreement on labels and definitions difficult to achieve. A start has been made in the "JIMS Study" to analyze the tasks which get done, and the responsibilities of those who perform the tasks. If we build our discussions on the "JIMS Study," we may find that term, "media professional" describes only some of us and that we need new labels for the persons primarily involved in processes. I am greatly concerned that unless we can label and describe our various roles and influence certification requirements to recognize our diversity, we shall find the media, or product, aspect of instructional technology crowding out all other considerations. What is more we cannot begin to discuss the "media professional and accountability" until we identify the many roles. And we cannot discuss these roles without labels for them. "Labels" is the name of the educational game. The clout necessary to be permitted to play is certification. I bemoan the fact that the internalizing focus on our own professional image is such a slow process. Time is running out. For while we discuss who we are, others are designing the certification rules.

12. DAVE CROWELL

A. The idea of accountability is good and is not new in the profession of education, but it has been assumed for too long.

1. As professionals, have we assumed to be accountable only to ourselves?

(continued)

2. Doesn't a good systems approach to learning include an "accountable" feedback loop? As media professionals, what have we been accountable for in the past?

3. Will accountability make the goals of education be centered around the formats of programmed instruction, performance contracts and vouchers? Teachers teach for the sake of tests?

4. Will accountability lead toward too much standardization in performance goals?

5. Do current methods of accountability in education tend to dehumanize the learning process and school environment?

B. From one vantage point, too many teachers are not oriented, educated or motivated to use the systems approach in their teaching-learning situation. Too often they are unskilled and ineffective in their use of media as a communication tool.

1. Educators need guidelines for the selection of effective software. How well can one evaluate material accurately without proven standards?

2. Producers of packaged software need to be challenged as to the accountability of their materials. Does the performance of the material live up to the salesman claim?

C. The idea of media being an integral part of the learning system is relatively new to education and with this role, media professionals are challenged with the accountability of new responsibilities.

1. Has the role of media in education been defined and accepted sufficiently to provide the goals necessary for the accountability of our particular profession?

2. How effective a communication tool is media? What research proves the efficiency of media in communicating during the teaching-learning process?

3. What roles and goals do we as media professionals, play and achieve for the student... teacher... administrator... and taxpayer?

13. JAN W. CURETON

For generations, teachers have been exhorting their students to question--to search for the true answer--to never accept the status quo. The fact that education itself is now called to be accountable is in a sense, a measure of its success.

My concern is that educators are not facing this challenge with the excitement of discovery, but with fear. The element of insecurity inherent in the discovery that a student can learn a great deal on his own, --or that what has been taught is often not what is being tested for, is more than compensated for by the realization that education is called to be accountable, not because it has totally failed, but because it has partially succeeded. But who wants to be content with partial success? We must re-evaluate every aspect of education if success and progress are to continue. Painful as that re-evaluation may be, the call for accountability is perhaps the most exciting development in education in centuries.

14. WILMA DANIELS

1. Accountability appears to be the "in" term for Education circles today. EDUCATION INDEX didn't even list the heading until September 1970, but then in nine months over 50 articles are tabulated. Five major education periodicals (including EDUCATIONAL TECHNOLOGY, January 1971, and AUDIO VISUAL INSTRUCTION, May 1971) have devoted entire issues to the topic. Only one book has been published so far, but undoubtedly others will follow. However, like the weather, everyone seems to be talking (and writing) about it, but few are doing anything about it.

2. People are talking about it: the President of the United States, congressmen, school board members, educational associations and unions and the man on the street. In fact accountability is more respectable than motherhood these days.

3. Few argue that accountability is bad in itself. Education people should be concerned about:

a. Performance not just promises.

b. Output rather than simply input.

c. Results not just resources.

But questions arise that need answers.

(continued)

4. Who will determine what is worth knowing, what values, skills, creative abilities, etc. are to be learned? Are these all measurable? Who will write the performance contracts in measurable terms? Who will judge whether these items have been achieved? What will happen if they are or are not achieved? How can we avoid the "tell 'em and test 'em system"? Is accountability the answer to our educational problems or just another "fad"?

5. Much is being written, much is being said, many questions are being asked about accountability, and it will continue. And where does the media profession fit into all of this? During our week at Lake Okoboji I assume: much will be written, much will be said, and many questions will be asked. My concern is: WHAT WILL WE DO? WHAT ARE THE ANSWERS?

15. FRANK DEL BOSCO

1. What is behind the push for accountability?

2. Who stands to benefit most from the current delineation of accountability?

3. At what point should accountability start: with students, teachers, administrators or business interests.

4. Concerning accountability, can education compete with or even utilize industry's resources economically, ideationally, and technologically. That is, does the educational structure have the power and flexibility to mount the needed thrust?

5. Will accountability revolutionize classroom procedures?

6. How can accountability evaluation practices reflect continuing academic changes. That is to say, what provisions can be made for evaluating flexible, responsive, open-ended educational programs, within the format of accountability.

16. HARLEY M. DIRKS

There are few countries which are as isolated, geographically and educationally, as the United States. When compared to the "international" world affairs, and even foreign language awareness of other national populations, American awareness and objective understanding of cultures and societies, problems and perspectives beyond our own borders is pitifully sad.

At a time when the United States is becoming increasingly involved with the rest of the world, not only in terms of military and diplomatic relations and commitments, but through international trade and commerce, travel, educational exchange and mutual problem-solving, educated understanding of foreign societies and international education resources are not developing proportionately. More and more often, problems of concern for the United States are being recognized as having international implications. There are few major "domestic" problems of the U. S. that are not also problems to other countries. In terms of concern about pollution and environment, it should be remembered that the air and the oceans belong to no one nation. Population education is not only an Asian problem, and not just a problem in poor America. Yet there are still few resources on, and little tolerance of foreign cultures, attitudes, or values.

For a nation with such highly developed mass communications, widespread knowledge of world affairs issues and other cultures is poor. Here is where the audio-visual media and the educational technology field could effect significant change, reaching a larger, broader audience in America.

The role of educational media in U. S. technical assistance work overseas, oddly enough, has been recognized to a large extent. A number of U. S. universities and colleges have developed institutes and curriculum on mass communications and international development. Major Federal agencies are developing programs in Latin America, Asia and Africa using new educational media to train specialists, retrain teachers, teach farmers about new and better methods, teach women about birth control and family planning, health care and nutritional problems. Film, transistors, radio, television are all being used to help the U. S. help countries overseas to progress.

However, educational technology and the media are under-utilized in this country in developing citizenry awareness of the rest of the world. Educational technology could play a leading role in improving cross-cultural communications in U. S. schools and in the community.

Research being done at Brooklyn College in Queens on this inter-relationship of the media and intercultural studies produced some fascinating results. Researchers claimed that literacy did not have to be a barrier to learning. Audio-visual techniques combined with a number of new teaching techniques enable educational

(continued)

personnel to reach students with reading skills so poor as to be nearly illiterate; students for whom the written word and the printed page are too great a barrier, and so they simply "turn off." The Brooklyn project took a group of inner-city children who had repeatedly failed a high school course in World Geography. The students had poor reading skills, little interest in school, and often, a great deal of hostility. The experiment was to involve teaching about Asia, an area of interest one would think held little to no interest or relevancy for such a group; a subject area usually reserved for the special, interested students or for the college curriculum.

Over several months the students were presented with a carefully developed and gradual exposure to Japanese, Indian and Pakistani cultures through film and sound. The presentations often dealt with subjects related to frequently held stereotype images about the foreign culture, slanty-eyed, "sneaky" people. Through visual presentations the students were able to see for themselves that much of what they had assumed was true about foreign peoples was simply not so. They began to question previously held images and stereotypes about the Japanese and Asian peoples.

Subtle lessons in cross-cultural understanding were being taught. But not only were mistaken images being corrected about a foreign culture, the students were also developing a new approach to learning, firsthand, comparative and critical analysis. Their senses were being trained by the audio-visual techniques; something that the printed page and reading might not have accomplished for many of these particular students. Children were learning to question their prejudices about a foreign culture. Seeing severe problems and poverty of other countries in Asia helped to give the students some new perspective on their own problems and poverty.

Just as students can learn more about foreign countries and cultures, so can this cross-cultural learning be developed a few steps further. There are a number of ethnic minority groups in America that have a foreign heritage, who often live as isolated foreign subcultures in the U. S., and about whom there are also strong stereotype images and prejudices (the lazy Mexican-American, etc.). The stimulus of visual learning, of being able to see, compare and analyze firsthand, could provide great new in-roads to improving cross-cultural/intercultural relations in the U. S. with Chicanos, Asian-Americans, Afro-Americans.

All too often educational curricula which deal with other cultures, or ethnic minority groups, are compartmentalized, separated from the general curriculum of a college, university or school. Information on foreign areas and ethnic groups is being developed, but is, in general, available only to those students following special studies programs in foreign area studies or ethnic minority studies, to students already interested and "open" to learning. The means for teaching about world affairs, foreign peoples and intercultural relations to a wide enough audience have been too few under our traditionalist educational system. But just as educational technology is forcing education in the United States and elsewhere to go beyond the sterile, traditionalist approach, it can play a very vital role in giving our educational system a cross-cultural perspective.

Accountability: Accountability in quality to the recipient, yes - but also to the legislative bodies that provide the authorization laws and appropriate the funds - and most importantly to the now more than ever restless taxpayer, who more often than not, is the principal provider of the "where-with-all", and who has the most at stake in what happens to our World.

17. HELEN DRESEN

A number of media people in Montana have replied to my request for their concerns regarding the conference theme of "Accountability and the Media Professional." I shall try to summarize them briefly in my outline.

Forty years ago we were taught about the privileges and duties of citizenship. Citizenship doesn't seem to have the same connotation anymore. I am already tired of the shuttlecock, accountability. However, here are some of our people's concerns.

I. Concern for the need of occupational definitions which state the duties relating to a specific job and place the responsibility for that job.

   A. The definitions to be written and accepted by the directors of the jobs.

   B. To recognize the need for more education and training to meet the requirements for many media professionals.

   C. Only if job descriptions are spelled out can accountability be measured.

   D. Objectives for accountability in writing.

      1. Long and short range objectives

      2. Proceed from general to specific

      3. Not necessary to adhere to traditional patterns

      4. Seek innovations through media

(continued)

II. Accountability of the media professional is the answer. What is the question?

A. Each person a link depending upon the next one from pupil, teacher specialist, administrator, legislator, general public.

B. Not only accountable to whom, but accountable for what!

III. Concern for maintaining a high level of leadership and activity at the national level in AECT. Fear of losing the spark of enthusiastic performance in the process of rapid growth and expansion.

A. Suggested: New ground be plowed on regional basis to strengthen the above state expansion and growth; i.e., the northwest region being Region #9, including Alaska, Idaho, Montana, Oregon, and Washington.

B. Observation of the turnabout attitude of audiovisual specialists concerning librarians.

Earlier claims of the audiovisual specialists that librarians were unwilling to become involved with non-print materials. Now, apparently the audiovisualist is unwilling to accept the fact that librarians are becoming mediated and he's unwilling to adopt himself or media software to library procedures.

IV. Montana is a sparsely populated, over-burdened with taxes, has lucrative large industries.

A. Few schools have administrators or media specialists who provide media services which the teachers should expect.

B. Only a few trained media people, many have only 2-6 hours introductory courses in media services and media production.

C. Concern: Rapid changes in hardware equipment and rapid obsolescence. Great expense for hard and software. Montana's need for stabilization in these materials.

D. Concern: No state-wide educational television network for effective aid to education. Breakdown in communications.

E. Concern: Proper training of teachers who misuse media in teaching to replace rather than to enrich.

F. Concern: That the media professional must take the time and the effort to train the teaching profession to make the most effective use of the media equipment available, using it to its fullest potential rather than piling up expensive multiple equipment and gadgets into inert stockpiles.

Quick workshops should be definitely on their way out!

V. Concern: Federal funding for media professional training and equipment.

VI. Concern: Help! Need assistance in revitalizing Montana's state organization. It's going down for the third time.

VII. Concern: The need for incorporating media training in teacher certification requirements at state level.

18. CARY K. FADELY

1. To whom is the media professional accountable?

2. With what criteria is the media professional's effectiveness to be measured?

3. To what degree should and/or can we involve others in determining accountability measures for the media professional?

4. How will the move toward accountability change the role of the media professional?

5. How will the "accountability movement" affect the public school's ability to change?

6. What affect will accountability have on the financial structure and image of the public school?

7. Accountability implies cost effectiveness. How will we determine that point beyond which the cost to develop a specific concept or skill is too expensive? At what point does instruction cost too much? Who will be responsible for making such a decision?

(continued)

8. Will "accountability" and its built-in need for objective measurement tend to turn education away from the affective domain?

9. How will the "accountability movement" affect curriculum design?

10. Will accountability favor certain media?

11. Can we develop fair cost effectiveness figures for mediated instruction and make valid comparisons with non-mediated instruction?

12. If accountability is a genuine "movement", how are colleges and universities going about the task of preparing new teachers to be accountable?

19. THOMAS E. HARRIES

It is my wish that I leave the conference with a clear vision of what I can expect my professional identity to be during the following decade as reflected in the position adopted and level of commitment demonstrated by the conferees. I am concerned, therefore, as to how the following questions will be addressed:

Accountability to Whom:
"Self" as a professional?
The Faculty?
The Student?
The Community?

It appears to me, from the admittedly narrow perspective of a neophyte, that the professional educator seems more concerned with collective bargaining for salary increases, reduction of hours and a variety of fringe benefits, rather than in an equally committed confrontation with society in order to acquire the know-how and facilities to effectively apply the fruits of technology in improving the human condition. By his acts, he is saying that it is society which is accountable to him. Somehow, this image must be reversed.

Accountability for What:
Selection and delivery of hardware?
Production of software?
Design and development of message strategies?
Design, development, production and evaluation of instructional systems?

In this area it seems to me that the typical media person is overly preoccupied with the technological certainty and comfortability of hardware, rather than finding an enchantment in the more ambiguous, uncertain and far more demanding but needed concern for behavioral analysis, communication design and the discipline of evaluation.

I do not believe that the media pro can be accountable to anyone for anything without in-depth familiarity with the basic disciplines of the behavioral and communication sciences, and/or without a function understanding of fundamental evaluation techniques. To ignore these is to court professional disaster in an era of profound change in the process and environment of instructional communications.

In view of the above, the conference must not be a simple exercise in the semantic and intellectual gymnastics of academic symbolism, nor an exercise in the variety of expressions of Edgar Dale's "Good Reasons For Doing Nothing."

It is my hope that the conference will speak forcefully, imaginatively and courageously to the whole area of instructional design and development, will dispassionately examine our qualifications for serving in this area, and will forthrightly define and articulate the dimensions and directions of "accountability" which reflects the realities of our information rich and rapidly changing environment.

I realize that the conferees may represent a broad spectrum of commitment ranging from blind idealism to crass materialism, but I recall an aphorism whose profundity speaks across that spectrum: "The man who knows how will always have a job, but the man who knows why will be his boss."

20. DALE C. HARTZLER

I. Accountability and teacher education.
Many states are now revising their certification and teacher education program. With the accountability relationship, much will be said about the performance aspects as it relates to teacher certification.

(continued)

A. Performance criteria for entry into the professional media field must be established.

B. Performance criteria for continued professional practice must be established.

II. Accountability in the media program.
Although much has been done in the realm of evaluation of media programs, we still need additional instruments with properly established criteria to use in the evaluation of media programs.

III. Accountability and personnel.
Although the teacher education aspect is a part of personnel, we need to pursue criteria and evaluation procedures for the professional who is practicing at the present time; taking into consideration the level of operation and the areas of his or her speciality.

IV. Accountability and materials.
Although, again, much has been done in the evaluative procedure of materials, we still must include this aspect when considering accountability of this total media program.

V. Accountability and facilities.
Even though we are in the day of technology and special engineering, we still have many problems to solve in the area of learning environment. Are the facilities used today efficiently well designed that we would want them to be included as part of the accountability factor?

VI. Accountability and equipment.
Is the equipment already available and on site in our schools being used efficiently and would it stand up under a time motion study?

VII. Accountability and the public.
Although it is understood that we are accountable to the American public for our education program, we must be aware that we have apparently not done an adequate job in expressing our desires for systematically developing instruction and making sure that the progress toward this point is made as rapidly as it should be. Are we able to communicate the needs, not only to the general public, but to our educational public?

21. HARRY M. HILL III

My prime concern as an educator is the development of competent students, competent in all respects, physical and psychological as well as intellectual. As a media professional I am concerned:

A. What will be the goals and objectives the media professional must meet?

B. Who will develop these goals and objectives?

C. How will we measure their effectiveness?

22 HAROLD E. HILL

I. Has a workable definition of the role of media in education

A. Been accepted by the majority, or at least a large segment, of the practitioners in the field?

B. Been acknowledged by other elements of the large field of education?

C. Been recognized by administrators and those concerned with curriculum design?

II. Is there agreement among a significant segment of the media field?

A. As to the proper application of media to the curriculum?

B. That the use of media needs to be an integral element in considerations of curriculum design?

C. That media cannot be simply added after curriculum and course design have been completed and yet fulfill its potential?

III. Are those in the media field sufficiently trained, or even oriented, in the techniques of instructional design to permit them to take their proper place in overall design?

(continued)

My main concern is that the above questions have not been answered satisfactorily so far as most people in the media field are concerned, and without such answers we tend to spin our wheels as a profession, and we are perhaps ill-prepared to cope with the important problems of accountability

Be that as it may, it is likely that the people attending this conference are among those who meet the above, rather arbitrary criteria -- but they must not lose sight, during their deliberations, of the fact that we still have the above problems in the field generally, and this, in itself, tends to make the whole matter of accountability harder to "sell," or even explain.

Based on the above prelude:

1. Can the media profession be considered a true profession unless its members are willing to accept some form of accountability?

Isn't it imperative that media accountability be tied in with accountability within other areas of the educational complex?

1. Can we, or anyone, suggest, or hopefully design, reasonable approaches to accountability which can have wide application, and which will not isolate media from the rest of the educational process?

2. What sort of promotional, or public relations, attack can be mounted to help media personnel see the rightness of, and the need for some method of accountability?

3. What are the dangers of avoiding the issue? Of having someone else impost accountability standards on us from above? Will parents and other taxpayers be content to put accountability in some form off for more years?

4. Perhaps most importantly, what is, or should be, the role of the so-called media leadership in this area?

23. RALPH HOLLOWAY

The media professional should be held accountable for:

1. Adhering personally in his own work to the philosophy he advocates to all other people -- "practice what he preaches."

2. More effective and efficient use of technology in education.

3. Goals and guidelines that are more clear within our area of work and the profession.

4. Helping to raise the achievement level of students by:

   a. Working through his instructor

   b. Developing a center where all forms of media (hardware and software) are available to the student for individual use.

5. Functioning more in the role of educator.

6. Making our profession more responsive to the needs of our clientele and our community.

7. Measurable performance.

24. RICHARD D. HUBBARD

Accountability is being discussed in many places and on many levels and with a multiplicity of meanings and implications. Articles in P D Kappan, Educational Technology and AVI have tried to interpret where this newer direction in responsibility is headed. However there are several questions which need our attention and efforts in considering and attempting to solve.

1. What is accountability as it pertains to our field specifically? Who assesses the roles of responsibility as well as evaluating the total effectiveness in education? Who enforces the program of accountability and what happens if we don't measure up?

2. The teacher is a major factor in media accountability as suggested in Ely and Gerlach's model of systematic planning to teaching. However, who initiates accountability and establishes levels of accountability and who is accountable for what? Here I would suggest a hierarchy of accountability as follows: Learners, Teachers, Administrators, EC

Directors, Boards of Education, the Public, Teacher Training Institutions, Regional Center Directors, State Education Departments, State Legislators, USOE, Federal Legislators, Material and Equipment Manufacturers and Distributors, etc.

3. If educators don't become involved in accountability, will commercial companies take over? Is this bad?

4. How does fiscal accountability fit in with the total EC & T program? Does it really allow for flexibility and creativity in using instructional resources?

5. What effect does or will accountability have on the definition and direction of educational technology and the training/education of personnel for the field?

6. How do we define and measure the educational "end product" and determine how media affects this product?

7. How can performance contracting be put on a practical basis? What role should be played by our field in this area?

8. The redesign of education has been suggested as a total commitment and a way to bring about change. How is accountability related to this process and what part will or should our field have to play in this area?

25. CHARLES HUNGER

Where do we start with accountability--the superintendent, curriculum director, building principal, or the teacher? If the individual classrooms are not equipped so that the teacher can "teach as well as he knows how to teach," can the blame be placed on the teacher? The statement by the late Paul Reed placed much of the responsibility on the school board and administration.

I. What is accountability?

II. Who is to be held accountable?

A. Teachers

B. Administrators

C. Media personnel

D. Parents

E. Students

III. How are "we" to be held accountable?

26. SISTER SIGRID HUTCHESON

I. What is the media professional's role in the accountability concept?

II. For what activities in the learning process is the media professional responsible? What does he contribute to student learning?

III. Who determines what students should learn?

IV. Does growing concern for accountability lead to overemphasis on cognitive learnings with a consequent neglect of the affective domain? Does increased emphasis on precisely defined objectives work against making education a humanizing process that creates and encourages individual differences?

27. ROBERT L. IRVINE

To be accountable one must be liable and responsible. This is a difficult task since our work usually involves one or more other professionals or even a team of professionals. Since we do not relate well to pupil performance measures, our contribution through conventional tests cannot be assessed. We may view our role as change agents, but this self-governance may not be valid in the eyes of those who hold us accountable.

The following concerns need attention if the Media Professional is to deal with accountability:

A. Does the Media Professional have a set of objectives with assigned priorities that can be agreed upon?

B. What is the Media Professional's relationship to the management support group and to the local school leadership group?

C. In our consideration of accountability, how can we overcome the limitations in measurement and have some assurance that our actions are desirable?

D. If evaluation is quantifiable, how can we escape the allegation that the test was taught?

E. Should the Media Professional be held responsible for arming the educational practitioner with technological competence?

F. What type of organizational pattern is needed to foster accountability in the school?

G. How can we create an attitude of acceptance for technology?

H. What processes in education should the Media Professional engineer and be held accountable?

I. What kind of assurance can we give the public concerning the value and effects of media on learning when districts are forced by financial or other considerations to use less than the best professional practices?

28. DAN LEE ISAACS

A. At what point in the learning process should we, as media professionals, be concerned with the accountability of media -- i.e., is it possible to separate the effect of media or specific audio-visual materials from that of both the designer and the user (teacher)?

B. How can an organization like AECT become involved in the "accountability" of media?

C. What kinds of skills does the Media Professional need (or at least need access to) in order to meet the demands of increased requests for accountability?

D. As media professionals, to whom are we accountable -- students, teachers, or parents of the students?

E. How will performance contracting and the voucher system affect the utilization of media, and who will ultimately be responsible for designing audiovisual materials?

29. R. DALE JANTZE

Basic Assumptions:

A. That the components of the learning process can best be described as--

1. Clarification of specific learning goals.

2. Involvement of students in planned learning experiences.

3. Evaluation of students achievement of behavioral objectives

B. That since students have diverse educational backgrounds and capabilities, instruction should be individualized, that is tailored to individual learning objectives, speeds, styles, and capabilities.

C. That learning outcomes are by nature--

1. Cognitive

2. Affective

3. Psychomotor

Objectives

A. To pinpoint and clarify problems inherent in evaluation within the framework of the basic assumptions.

(continued)

Sample Problems:

A. Can educational goals be adequately represented by statements of objectives?

B. Is criterion testing feasible?

C. Accountability for what?

Pupil achievement as well as research on "best" activities (learning experiences) for achievement of objectives for individual students.

D. To what extent can we be accountable for all types of learning outcomes with the present state of the art?

E. What is the specific role of the media professional in the "new" educational process?

30. ROGER A. KUETER

Dale Bratten in his writings about the Texarkana project said: "In the future, leaders might be required to show measurable evidence that their students are learning at a prescribed level in a prescribed amount of time." In general this summarizes quite well what is meant by accountability in all phases of education.

This concept of accountability poses some fundamental concerns.

A. Accountability is generally used in an abstract manner that suggests a hidden political purpose, that invariably identifies the quantitative aspects of education: rate of learning, finding the ratio between "inputs" and "outputs," and the unit cost. Quantitative evaluation necessitates transforming the complexities of education into an overly simplified view of reality.

B. The idea that the "public" is always identified as the entity to whom the educator is to be held accountable has some problem in a pluralistic community. How can an educator function in a milieu where his methods and procedures may be approved by some individuals and groups in the community but disapproved by others?

C. The academic freedom of the teacher is a related issue that has been totally ignored by the advocates of accountability. According to the principles of accountability a parent could intervene in the classroom if he felt that the teacher, in presenting materials on U. S. history for example, was being unpatriotic in his treatment of the subject. It is ironic that those individuals who are advocating greater teaching accountability, have not realized that they are threatening the very thing that is necessary for the teacher to function properly and to keep the classroom free of partisan politics.

D. That the advocates of accountability have been silent on whether or not education is accountable for the intellectual qualities of synthesizing ideas, raising questions, understanding cultures, and other traits associated with the mature and responsible citizen, suggests that either accountability advocates have overlooked the importance of these questions or they do not really understand the mental traits of a mature and responsible person.

31. ROMEO F. LAFOND

The most basic concerns of our media accountability should be:

A. The responsibility for carrying or helping to carry clear messages from senders to receivers in any media of communication.

B. To serve as catalytic agents regarding effective communication for individual or group learning.

Frequently professional educators are mixed in the pedagogical jargon of education. This often tends to "fog" the communication. People in media should be accountable in some way to help clear this "fog" in communication. The "fog" must be cleared between:

A. (The teacher and the learner), or the sender, the message, and the receiver.

B. The interrelationship of the college or university and the public schools, or what are we trying to tell each other?

C. The interrelationship of national, state and local educational and media organizations, or how can we really help each other to shed light and direction?

D. The philosophies, aims, or goals and the pragmatic and functional objectives of media and education or how can we put into practice the messages to be preached?

(continued)

If media people are to be accountable at the grass roots, there must also be accountable leadership to and from national, state and local levels. Communications and the flow of ideas must be constantly exchanged and interpreted so as to be understood in all directions. There has to be a clear picture of who and what is accountable. Perhaps the following questions should also be our concern:

A. Where can we acquire the funds for research in accountability?

B. Can we effectively measure the degree that goals will affect the learning process or the learner?

C. What role will the student play in regard to measuring media accountability?

D. How should media be held accountable in relation to the school staff and the students?

E. Can we in media define in behavioral objectives what we are specifically accountable for?

F. Should we remeasure our objectives if we are indeed accountable?

G. What reward system shall we consider for those who have exemplified their accountability?

32. LEONE H. LAKE

A. How do we attempt to answer the following regarding who is accountable for education in the 70's?

1. PUBLIC
   a. Taypayers
   b. Parents
   c. Government
   d. School boards
   e. Communication (press, TV, radio, publications, etc.)
2. INDUSTRY
3. EDUCATORS
   a. School administrators (superintendents, supervisors, principals, etc.)
   b. Teachers
4. STUDENTS

B. What are the responsibilities of the above persons in dealing with accountability in today's education?

C. What brought about the great discussion and interest in accountability? Public opinion, changes in press editorial attitudes toward our school system, teacher militancy, lack of prestige, increasing taxes, local state and federal government faced with larger educational appropriations, etc.

D. Why is accountability such a controversial issue? Opposition to accountability comes mainly from those who say accountability began not just in public hostility to schools, but in the fact that education is at some kind of turning point.

E. How can accountability be achieved? Performance contracts, teacher support contracts, teacher union contracts, planning budgeting system, internal accountability vouchers, systems approach, turnkey approach, etc.

F. What do performance contracts have to do with educational technology? What are some specific experiments? Are basic requirements being met in measuring student accomplishments? What about performance contracts measuring objectively? Are private contractors exploiting the public?

G. Does the classroom teacher's role change? Does the media specialist's role change? With performance contracting are more opportunities created for more media utilization and professional experimentation with the students? Would the classroom teacher show pupil achievement if given the same professional assistance as performance contracting... i.e., smaller class load, teacher services, adequate planning time, adequate learning space, sufficient instructional materials and equipment, opportunity to define learning objectives and freedom to meet these objectives.

H. What are the advantages to the students? Are we restricting one curriculum for the other? Will the student have greater opportunity to explore and experiment with educational media with performance contracting?

33. ROBERT LARSEN

A. The teaching-learning process is a social process - a process where human beings are constantly interacting with each other in a variety of ways which are not always predictable or accurately measured. How then does the media specialist become accountable to the total performance?

B. By what means does the media specialist become cognizant of the backgrounds and developmental needs of the learners who may or may not be directly involved with the media specialist?

C. What pertinent backgrounds, skills, understandings, must the media specialist possess if he is to be accountable?

D. What assistance can the media specialist obtain from the national and state organizations that would aid him in his accountability at the local level?

E. What is the social role of the media specialist? We know something about the academic and technical roles, but can we define and establish parameters for the social aspect of the specialist's role in the learning process?

F. There will be a wide variety of instructional strategies and tools used in any developed program of instruction. With the wide profusion of materials and tools available today, what guidelines can the media specialist adhere to in the assessment of these materials and tools?

G. Is there a need to examine, or re-examine, the certification requirements for the media specialist on a national level if there is going to be general accountability?

H. What performance scale can the media specialist utilize in determining the effectiveness of program materials, etc., if he is to be accountable? How can the media leader be evaluated or held accountable for his role in the improvement of instruction?

34. EDWARD E. LEWIS

I. What is a media professional?

A. Dimensions of professional responsibility?

1. Hierarchy of training levels?

a. Skills, competencies, concepts needed

B. Certified or uncertified

1. Standardization of duties and responsibilities

a. National, state or local

II. Media Professional Accountability Area

A. Publics served by media professional

1. Learners

2. Parents

3. Patrons

4. General Public

5. Administrative

a. School board or superintendent; dean or department heads

6. Instructional staff

a. Curricular functions

(1) System designer, or

(2) Contributor

III. Where are the media professionals and what directions should we take?

A. Internationally

B. Nationally

C. Statewide

D. Locally

35. WILLIAM W. MAY

I. Accountability relevant to the media profession should (in theory at least) facilitate the alignment of technology, teaching, and principles of learning in the overall instructional process. Since the divergence of theory and practice is more often than not the rule rather than the exception, my concerns regarding "accountability and the media professional" are as follows:

A. Guidelines or standards of evaluation must be established which are relevant to the type of media used, and the level of education at which they are applied.

1. What criteria will be used in the selection of specific media for use with specific instructional tasks?

(a) is a "cost-effectiveness ratio" a realistic method of comparison in all cases?

2. What controls must be employed in evaluation which will safeguard against such fallicies as "teaching the test?"

3. What criteria will be employed in assessing the utility of various instructional programs, and how often and under what conditions should such evaluation take place?

B. More rigorous procedures must be sought in the development and implementation of programs used in instructional media.

1. What is the empirical basis (or rationale) for the utilization of existing programs?

2. How can research on learning from the media be facilitated, and in what directions should it move?

3. Why has so much emphasis been placed on tutorial forms of programmed instruction (especially in CAI), as opposed to instructional programs relevant to problem solving tasks?

4. Is it correct to assume that new hardware and additional embellishments in media will improve learning?

36. CHARLES J. MILLER

The Planning Committee for the 17th Lake Okoboji Conference has chosen the topic of "Accountability" and again called for a listing of concerns from participants. It is my feeling that anyone involved in the broad field of media application and utilization could almost predict the concerns that will be submitted. In general, I suspect they will revolve around the teaching or classroom utilization of media and the traditional reluctance of classroom teachers to express their goals in behavioral terms, etc. This is a natural concern for most media specialists, but in my opinion "puts the cart before the horse."

I am concerned primarily with our own accountability--in other words, are we getting the broadest possible instructional support service from the money being budgeted? Does the typical classroom teacher have confidence that he will get assistance from the media specialist or the media program? Are our previously published position and policy statements as relevant as we once thought? (For example; at one point we published a statement that called for not less than 6% of the national average per pupil operational cost for the maintenance of an up-to-date collection of materials. Is this figure reliable as an indicator of budget need for most programs?) Quite a library of information has been generated stating pro and con positions about consolidation of media services. In other words, and in summary, I believe we should test our positions and our own statements, policies, etc., within the immediate field before becoming critical of others for not doing the same thing. In the age of accountability, if we don't test ourselves, others will.

37. ROBERT H. MILLER

Accoutability in Technology

I. Hardware

A. Cost

B. Purpose

C. Compatibility

II. Software

A. Cost

B. Purpose

C. Compatibility

(continued)

III. Personnel

A. Basic Training

B. Re-Training

C. Updating

D. Certification

38. HANS MOLL

Assuming that we, as media professionals, are to be accountable (in the sense that the term is currently being developed), the first question we must face is, "To whom shall we be accountable?" The students? The school faculty? The central administration? The profession? To yourself? To some combination of these?

At the same time that we are debating to whom we are accountable we must also ask, "For what are we to be held accountable? The hardware? The software? The content? The curriculum? The learning of the individual? The learning of a small group? The learning of the entire school? The teaching?

Once these questions have tentative answers we must decide how accountable we are to be - 100% or shared!

Also, before we accept the responsibility of being accountable, we must have the power to influence the conditions and actions of the activity we are to be accountable for. This necessity means that we cannot discuss accountability without also discussing performance contracting.

All of which points to the need for this conference to address itself to the most fundamental question of all, "What are the conditions needed to permit us to function effectively within the developing concept of accountability?"

39. MICHAEL H. MOLENDA

I. Even among "experts" in accountability this term seems to have subsumed a number of widely varying, sometimes contradictory, meanings (cf. the various papers included in Phi Delta Kappan, Dec. 1970). To some, accountability is a general political goal; to others, it is a specific method of cost/effectiveness auditing; to still others, it is a well-developed technique of personnel management. Can we at Okoboji agree on common referents and meanings or are we doomed to wander in a semantic morass?

II. Many notions of accountability have as their objectives the placing of responsibility (followed by reward or punishment) on individual persons, usually teachers and administrators.

A. If we accept this stance, do we want to explore ways of including media specialists among those sharing in the praise or blame? If so, for what are media specialists accountable? It would seem extremely difficult to identify what part of a learner's achievement increment is traceable to the work of a media specialist.

B. An alternative to the above notion is to abandon the concept of teacher productivity (upon which traditional cost/effectiveness measures are based) and to emphasize learner productivity--a viewpoint much more in keeping with the ideology of educational technology. The focus, in this case, is on the whole learning system, not its individual human components.

III. EPIE has recently turned its spotlight on the shocking lack of field testing and learner verification of 99% of the educational software currently on the market (EPIE Report #35). Do media specialists have a special responsibility in correcting this shortcoming? Is this the sort of "accountability" we should be concerning ourselves with?

IV. It may be that the major contributions of communications media to learning will take place in the home rather than in the school--for instance, by means of ETV. Are the producers and broadcasters of Sesame Street accountable to anyone? Should they be?

40. DALE MONTGOMERY

An issue presented during the 1970 conference and one which is related to accountability is that of governance. We must continue to recognize the importance of this area in decisions which affect our profession.

1. Who controls education with respect to accountability?
2. What actions can and should professionals take to control and guide accountability programs?
3. What internal and external factors are related to accountability and professional standards and practices?

Let us not concern ourselves with accountability as a good or bad influence on education and the media professional. Rather let us remember that we have been accountable in many ways, and the present situation calls us to greater efforts for the future. Hopefully, we can do the following:

1. Develop a conference position statement or guidelines on accountability and the role of the media professional.
2. Develop a taxonomy of accountability to suit the various performance levels of media personnel.
3. Develop a system of implementing various accountability programs (guidelines to assist the practitioner).

And finally, is it possible to utilize the Domain of Instructional Technology (DIT) program and the Jobs in Media Study (JIMS) to shape accountability efforts? If so, how?

41. ROY B. MOSS

Should the school be chiefly concerned with humanity or with literacy? In some communities, the two may go hand and hand. In a troubled, hostiled, disadvantaged neighborhood they frequently do not.

The concept of accountability for the schools, obviously, has a larger scope and significance than those with a mere rating of teachers on the basis of reading scores. What is the larger issue?

What will be the role of members of the media profession in setting the standards for which they can be accountable and how they can be achieved? What fresh approaches can we give to serious ways of satisfying the public's legitimate demand for some system of accountability that will improve teaching performance where it needs to be improved?

42. BARBARA MYATT

A recent issue of Audiovisual Instruction focused on accountability and public relations. Anna Hyer articulated many of the pros and cons as seen by educators and laymen. One is forced to be repititious when setting out personal professional concerns related to accountability.

Much good has come out of the recent interest in accountability. We are having to examine what it is we do in a more incisive way. The focus of interest on the learner rather than the teacher and on learning to criterion is a big step toward improvement in educational procedures. The provision of supportive personnel and materials seems to be a major deficiency. Given these, as available in private enterprise, public education can do the job.

Specificity of educational objectives poses problems in some areas of educational endeavor, despite the insistance of those who are objectives specialists/authorities that they can be written for any learning situation.

Granted the above, some agreement must be reached as to when professional educators can be held accountable for educational outcomes, as suggested by NEA and others. Some separation of concrete performance from abstract internalizing needs to be made. We are still fighting the battle of how to measure teaching vis a vis learning.

At a recent AECT convention in Philadelphia, papers on instructional development by Briggs, Hamreus and Gustafson were presented. These ideas offer a number of avenues for discussion that bears directly on the matter of accountability. This helps to place instruction in its proper perspective as a function of the total learning situation and not as a function of a particular teacher. In this light, instructional development takes some of the pressure off the individual and places accountability within a context of the whole.

(continued)

The crying question is how to effect the necessary change. The students are set for anything new and different. Media professionals should be in the vanguard influencing the attitudes of teachers, administrators and the public, toward instructional development as the key to educational solutions.

43. DENNIS MYERS

My concerns are expressed as thoughts I'd like to have discussed and questions for which answers need to be sought.

1. My first concern is cautionary and regards group process--Will we listen to each other and respond to what we have heard or... ? Will we try to determine the assumptions upon which our comments are made or... ? Will we try to objectively identify and clearly define the problem(s) our proposed "solutions" are to remedy or ... ?

2. What is the nature of accountability? Accountability for what and to whom? What are the antecedents of the accountability movement? Gooler raises a related question.

> Isn't it possible that the school does reflect societal expectations, and is thus accountable? Isn't it possible that all of us have some undefined but real boundaries that tell us what the proper domain of the school includes, and don't we react when we feel those boundaries have been exceeded? Isn't that accountability? When we are silent, or only a little discontent, haven't we in fact said to the school, "We've judged your performance, and it falls within our range of tolerance." Have the schools ever not been accountable? (Gooler, 1971)

3. What is the relationship between accountability and the media professional? Since a media professional is usually someone besides a student, a classroom teacher, or a school or district administrator (categories often referred to in accountability literature), what will the media professional be accountable for and to whom? How will accountability information be disclosed? And how will feedback be handled?

4. Will the emphasis on cost-effectiveness (and other factors associated with accountability) require media professionals to:

   a. Show evidence regarding the effectiveness of media that we're not able to gather?

   b. Overemphasize the goals and objectives that are readily observable?

   c. Define roles for themselves where they can be accountable; perhaps at the expense of roles associated with risk-taking, excitement, and job satisfaction?

5. Will the changes sought in learners for which educators will be held accountable be couched in terms of a single standard for all learners? Or in terms of an amount of change that must occur? Or in terms of an approximation of some aspect of a "desirable" future?

6. Some other areas needing attention--

   a. What should be the scope of education to which the concept of accountability is to be applied?

   b. What are the resources for which media personnel are to be accountable? Money? Time? Others?

   c. What are the ethical and moral issues involved in the concept of accountability?

   d. Is accountability compatible with a heterogeneous and pluralistic society? How much conformity and homogeneity is desirable in our society?

   e. How are "accountability" and "equal educational opportunity" related?

   f. To what use will accountability data be put?

Perhaps we should begin our discussions by questionning the premises upon which accountability is based and determine the purpose accountability is to serve.

44. VIVIAN-SUE PENN (Conference Guest)

My main thought about "Accountability and the Media Professional" stems from the concern that educational media professionals within school systems seem to be witnessing the usurpation of their duties by outside commercial agencies. If the media "prophet" is no longer welcomed in his own school, then another course must be examined. Perhaps the media professional can be of more value in industry. Consider the possibility that school systems might contract for all media functions. Educational media training programs could be broadened to prepare media professionals for the educational industry rather than for the school systems.

It must be remembered, however, that accountability is only one facet of the media function, albeit, ever so important, currently to both parents and administrators. Should this be regarded as a portend of the future?

The naivete of industry, caused by lack of background in education, will surface in incomplete media programming. The media professional is trained to think of the communicator and the recipient of the communication, and all processes between. He is not interested solely in commercial gain, as industry has to be. Therefore, it seems necessary that the media professional join with industry to plan proper educational media experiences for students, before industry does irreparable damage to the students and the educational media field under the hue and cry of accountability.

45. DONALD E. REIERSON

In today's world every public administrator, especially those charged with regulation and public safety, are attempting to create new organizations with new images that reflect the spiraling demand for responsive, citizen centered, service orientated and fully accountable public agencies. The creation of this new age of public service is as complex as it is imperative. The survival of many of our institutions is dependent upon a satisfactory solution to this change problem. Education and the police are the two institutions most often threatened and challenged by the social, political, and technological revolution of our generation. I believe that the ability to translate social and bureaucratic change problems into accountable change programs using the arts and sciences of the media professional offers the greatest probability of success of any alternative solution now available. Considering the above, my concerns are:

1. How do public institutions (education-police) determine goals and objectives subject to performance accountability during periods when neither the elected nor the electorate can provide a clear mandate of performance expectation?

2. How are organizational goals best stated in order to insure built-in accountability and reachable objectives in terms of media tools?

3. The lack of communication between media professionals and non-academic product users.

4. The simple scarcity of professional instructional technologists available to assist managers in the development of accountable change programs.

5. The resolution of conflict by the media professional resulting from management's desired performance and the realities of actual performance at the operational level. To which is the media professional accountable?

46. CHARLIE W. ROBERTS, JR.

Listed below, not necessarily in order, are my concerns relating to the subject of accountability:

1. Who is accountable for what?

2. In this area of accountability, who will enforce standards of teaching?

3. When or where will accountability practices (standards) be established?

   a. Should they begin in the College of Education as a part of pre-service training?

   b. Should they be attacked immediately at the local school level as a form of in-service training?

4. What about the problem of accountability at the higher educational level? Do we hold no sacred formula for the "correct method?"

5. With educators being held accountable, will this create additional teacher militancy and strikes?

6. How will parents be advised as to the procedure of accountability and its effect upon the child?

47. WILLIAM D. ROOS

A. We need to get the selection of media personnel on the state level out of politics.

B. Is too much emphasis being placed on new hardware in this time of declining enrollments and tighter finances?

C. More work needs to be done with the teachers in the small schools so they can make best use of the equipment they have.

D. Emphasis needs to be placed on producing locally made materials with a minimum of equipment.

E. Greater cooperation is needed between state education departments and the colleges and universities.

48. DICK ROSONKE

A. Is the concept of accountability really worth all the time and effort being put into it? Will the harvest be worth the effort of bringing it in?

B. To what extent should the "designer" of instructional materials be held responsible for the appropriateness and effectiveness of the materials? Does the responsibility stop at the end of design, or does accountability continue on through later phases such as presentation and evaluation?

C. To what degree is the media professional responsible for the non-use or misuse of educational media in instruction?

D. If educational media methods, behavioral objectives and evaluation, and the systems approach to instructional development are of great significance--it might be assumed that such items may be incorporated into teacher-education program methods courses. If so, what might be the future role and accountability of the media professional in higher education?

E. What are the limits of the media professional's responsibilities in the educational system? Accountability necessitates competency. If you claim accountability for an area, then you must demonstrate competency in that area to someone or something.

What the media professional is accountable for, might be largely determined by considering to whom he is accountable. What then, is the media professional's responsibility or relation to:

1. The educational administrator
2. The curriculum designer
3. The content expert
4. The classroom teacher
5. The student
6. The teacher education program
7. Himself
8. The taxpayer

49. LEW SAKS

An interesting and over-riding challenge to media specialists emerges as we truly move into the themes and variations of "accountability."

Buckminster Fuller, in his address to the museum directors in May in Denver, insists that over-specialization is having disastrous effects on the ability of society to see itself clearly and to harness the results of efforts individually conceived. Without the generalist, Fuller said, society is in deep trouble in solving problems.

The charge to the media specialist then is to be "synergistic," to help see the whole picture, to try and put the pieces together. We do muster the tools of communication and technology for education. Let us explore this week the patterns of their use in light of the above challenge.

"Accountability" turns out to have a host of avenues and channels. As we examine the training for the beginning media person and as we re-examine the prospects for the mid-career media specialist in a changing environment, let us also look very hard at Fuller's injunction, "to see the whole picture as thoroughly as we can as individuals and as a team."

50. DAVID S. SPILLERS

The concept of accountability is manageable only for specific and definitive outcomes. Attempts at accountability for generalized outcomes can lead to weak and indirect relationships between investments and returns.

In determining accountability for specific and definitive outcomes the following questions must be considered for each outcome:

1. Accountable to whom...
   a. The taxpayers?
   b. The student?
   c. The educators?
2. Accountable for what...
   a. Meeting the needs of students?
   b. Meeting the needs of society?
   c. Meeting internal and/or external standards?
3. When to evaluate for accountability...
   a. After each application of instruction?
   b. After each semester or school year?
   c. After graduation?
4. What type of evaluation procedures...
   a. Subjective?
   b. Quantitative?
5. What are the reasons for accountability...
   a. Economic?
   b. Altering methodology for effectiveness?
   c. Upgrading the educational system?

Whatever answers are assigned to the above questions (very likely every question will be answered in the affirmative and therefore return the educational planner to the vague position of overallness), there are two concerns associated with accountability for specific and definitive outcomes:

A. Such "tangible" and specific outcomes tend to promote prescribed or "strait jacket" education.

B. Specific and definitive outcomes may be only short range in nature, and the ultimate end-product may not resemble the desired goals for citizens of the American society.

51. LESLIE E. STEEN, JR.

"This country has always seemed to think that money was the answer to everything. We have spent billions of dollars on education in the past twelve years, but has it given us a better education for children?" This was a statement of Lee Cochran at the 1970 conference and we are now being asked to answer it, for that's accountability. We in public education in Michigan, and I'm sure other states, are beginning to feel the financial pinch and even withdrawal of previous educational funding and must justify (and rightly so) the need for continued or increased spending. This requires evaluation of educational outcomes and analysis of the instructional development that brought them about.

A. Accountability to the educational staff.

   1. How can evaluation of the outcomes of instruction be shown to be a result of the instructional development process?
   2. Can the instructional developer and his staff be proven effective and essential when their normal role is supportive and are not generally recognized as a major contributor to a successful instructional program?

3. How do we relate the value of the learning directly to the result of specific media usage within the instructional development process?

B. Accountability to the paying public.

1. Is there some way to equate the cost of the instructional development process with the learning outcomes?

2. What types of learning should the public expect to be more costly than normal?

3. How do we effectively reach the public with the above information?

Hopefully, we can address ourselves to these or similar concerns during our conference, for they may indeed hold the key to the future of Educational Media.

52. ARTHUR M. SUCHESK

The moment of truth is upon us. Accountability in the total spectrum of education will have a tremendous impact on our instructional models as we know them today. Instructional technology and media will finally have a showcase vehicle to provide the empirical evidence we are now lacking to prove effectiveness.

My chief concerns for the orderly progression into a systematized accountability posture in education relates to:

A. The need to mass educate administrators, teachers, staff, and students on how to accept and live in an accountable system, with a strong emphasis on task analysis, terminal performance objectives, measurable objectives, pre and post measurement units, management objectives and the like. An environment and tolerance for failure, retrenchment and progression must be cultivated by all concerned or the concept will be strangled and dehumanized.

B. One of the known by-products of living under an accountability system is that it tends to spotlight the mediocre or marginal performer. What will we do with the marginal personnel that will be uncovered? Will we assume a posture of retraining or simply expunge them from the system? Will we need to train our students at the elementary level in order to accept and to function under an accountability concept?

C. Will we now be able to pool our national resources in terms of terminal performance objective standards, instructional media units, cost data and operational experiences, or will we continue to go on independent development paths and allow regional and local systems to experience developmental problems that have, indeed, been solved by others?

D. Can instructional technology, the use of instructional media and the individualized learning concept survive without an accountability concept? Can we really achieve our goals within a cost effective framework?

E. In order to assist in an orderly accountability progression, it would do well to examine the prevailing positive and negative attitudes and reactions to the introduction of an accountability concept into education. Government, industrial and private agencies have long lived under an accountability format. An example may be drawn from the accountability procedures and systems of the law enforcement agencies with its complex checks and balance routines. It works for other sections in our economy, why not make it work in education?

What a sad paradox when we must force in accountability to bring about "reality" into the educational process.

53. RALPH M. TAYLOR

If each participant in the total educational system is to be held accountable for those education outcomes that he can affect by his decisions and activities, it is up to us as Media Professionals to firm up our "role identity" in order for us to be the <u>real</u> "change agents" we so often call ourselves.

A. As change agents, are we prepared to accept the challenge of responsibility resulting from the outcome of our decisions and actions?

B. Accountability for Whom? for What? and When?

C. What tools and instruments will be utilized to assure accountability?

D. Will we as media professionals be involved in the designing of these evaluative instruments?

E. Who will serve as judge and jury to determine, the respective avenues of accountability and that all conditions of liability will be accepted by the appropriate individuals and/or groups?

54. ARVID VADA (Norway)

A. There should be established a public council consisting of teachers and technicians whose main job is to test and try out all hardware and software introduced on the market. The test results should be published for teachers, schools and institutions intending to supply audiovisual equipment.

B. All audiovisual hardware and software produced should be a result of the efforts of both engineers and educators.

C. Establishment of local teaching aids services:

1. Running courses on using audiovisual equipment and preparing materials for lectures.

2. Producing transparencies, slides, etc. when required.

3. Maintaining and repairing equipment and materials.

4. Stocking materials.

5. Collecting, distributing and dispatching films, books, etc.

D. Concentrating on a few forms of aid rather than spreading the resources over too wide a field.

E. Neither hardware nor software should be bought unseen by the future users.

F. All teachers should be taught how to handle the audiovisual equipment at their schools.

G. Teachers should be capable to spend more time planning and preparing audiovisual materials.

H. Implementation of standards.

55. NANCY H. VICK

A. What is a "media professional?" Presently, responsibilities vary among the following: Audiovisual education, library science, radio and television, communication, information storage and retrieval, curriculum development, data processing and public relations. Is there any possible way for even an unusually gifted person to be sufficiently skillful and prepared to function even with a modicum of effectiveness in every area represented by the galaxy we call media?

B. What kind of training is required to develop the competencies needed for the media professional? What criteria will be used to judge his success or failure?

C. What should be his role in the educational system? For what will he be accountable?

D. How can we make our media people more mindful of accountability through public relations programs? Could public relations help local school boards realize the need to assign responsibility for media to qualified personnel?

E. What is the future of educational technology in public schools? In education?

56. GEORGE H. VOEGEL

A. The professional media person in the typical high school or school district is not "calling the shots" and primarily gets the left-overs and crumbs from the decision-making process at another level. How can this be improved?

B. The typical media person is still doing too much "nitty-gritty" and is probably still responsible for the AV carts and P. A. set-ups. How can this be changed? Should it? Should the job be deleted altogether?

C. What is the role and responsibility of the district level media person to the high school he is supposed to service? Who holds the club of accountability over him? Do or should principals send in quarterly reviews of his performance as it relates to servicing the high school?

D. In colleges and universities, should the media person quit wearing the two hats of service and instruction? Can he be accountable for both areas? What is the reward system?

(continued)

E. Reorganized research centers and reorganized production centers at universities do not constitute instructional development. Why is it that many of the U's who are professing leadership, are muddling the I. D. scene with "reruns" for organizational patterns? Is I. D. a luxury service to further burden the school and university budgets?

F. How about a two year moratorium on system model descriptions and articles? Educators are growing weary of seeing all kinds of boxes and arrows depicting systems, few if any of which are operational and validated by those "professing."

G. Why all the concern about certification? If the typical media person is little more than an AV equipment and cart counter, who needs certification? Why not give all that activity away to the library operations?!

H. Should 40%-60% of the graduate media programs be shut down? Where and what kind of jobs are out there? Should greater emphasis be placed on community college 2 year technical programs to fill the manpower needs? Has the typical media person priced himself out of the market?

I. What is AECT now? What are its goals? Where is its 5 year plan? Why isn't there a massive image project to get it identified to other professional organizations and their members?

J. Why is there such concern about the librarians? Why not give them the job of dispensing "goodies" in and out of the box (LRC/IMC) since that's what they are better trained to do anyway? Media types would either be production managers or I. D. types (staff not line to IMC's, but line to academics). What are the ramifications for the district curriculum specialist (one of the "shot callers") under this approach? Over the long haul are not media types "competing" with the curriculum crowd and computer staff (this needs a lengthy explanation)?

57. JAMES WALLINGTON

I suppose that my chief concern lies with the identity of the media professional. Before considering the accountability of the media professional, I would like him or her defined a bit more clearly. Will we make people accountable by job title? By the tasks they do? Do we define the process or the result?

I would also like to see the inherent "accountability" of mediated instruction recognized. As Bob Heinich pointed out, "media makes instruction visible." A number of people interpreted this (wrongly) to be the same as "using visuals" for instruction.

What Heinich meant was that mediating instruction makes most (if not all) of the instructional process that can be repeated on demand. The film can be shown again. People can see what material was presented to students. Sophisticated systems allow the learner responses to be seen also. This "making instruction visible" is one of the first steps toward evaluation and accountability. And media has always had this inherent capability even though it has been recognized. Perhaps we had better raise the issue about the amount of time and effort given to evaluating materials which consume less than 5% of a school budget and the amount of time and effort given to evaluating those items which generally take over 70% of the budget-salaries for instructional personnel.

Is the "media professional accountable?" Are the materials with which he works "accountable?" Are the users (not consumers, but people who utilize materials) "accountable?" Whose buck is it and where could it stop?

58. STEVEN E. WEST

If the term "Accountability" is one which will be encompassing enough to prove "accountable" as a tool through which educators may relate to the society in general, then guidelines, a language, and forms of measurement must be developed which will implement an understanding of the educational process. Some questions which might be considered are:

1. Can educators define their form of "accountability" in terms acceptable to society and define society's accountability to educators?
2. Can goals, whether stated behaviorally or in other measurable forms, be developed which will be suitable to all educational personnel?
3. Can these goals include terms through which "accountability" is valid and reliable?
4. Can definitive guidelines be developed which can accommodate all purposes of education in all fields?
5. Can an "accountability" design be formulated which will be suitable for educational personnel, equipment and materials?

(continued)

6. What guidelines can then be developed which will adequately measure the contributions of the media specialist to the educational process?

7. If these goals can be stated, guidelines developed, and methods for measurement designed, will this assist media personnel in their struggle toward self-identity and their specific role in the educational process?

8. Are we then closer to a national curriculum and standardization of the entire educational process, from personnel to material utilization?

59. FRED E. WILLIAMS

A. In the traditional service role the media professional is one step removed from the learner with the teacher as an intermediary. How accountable is the media professional for the learning that does or does not occur?

B. When the media professional has direct contact with students as a guide to learning resources, the curriculum is already settled. Again, how accountable is the media professional?

C. As individualized instruction expands to where more curriculum is selected by the learner, the media professional becomes more directly involved, hence more accountable. But at this stage, the curriculum objectives become less performance oriented. How do you determine accountability when the objectives are not behaviorally observable?

D. In the three items above to whom is the media professional accountable? By what standards? Is it feasible for our profession (this conference) to determine this?

E. Media programs often fluctuate with budget variations. Should this be reflected in the accountability and if so, how?

F. Are the above items applicable to education beyond the high school? If so, what differences are there and how are these differences to be handled?

60. JOHN A. WILSON

A. The difficulty of redefining roles for instructional media, learners, teachers, and school administrators when faced with the inertia of teacher groups, the middle management of schools, schools of education and state bureaucracies.

1. The problem of having decided on new directions for schools requiring new administrative roles best filled by the media professional (e.g., Assistant Superintendent for Instruction) then filling those roles on the basis of the traditional administrative selection and certification criteria (e.g., masters in school administration).

B. The assumption that whatever we know or are able to do is, without question, reducible to language.

1. The assumption that whatever is learned is amenable to quantitative evaluation by written tests.

2. The assumption, sometimes made, that what is not amenable to quantitative evaluation by written test is therefore not worth learning (at least not in school).

C. The great difficulty in specifying meaningful output units for use in searching for cost-effectiveness.

D. The careful separation of the evaluation of performance contracting, as a technique to be used in attempting to achieve accountability, from evaluations of the practices of performance contractors.

61. EDWARD K. WOOD

A. Mass media - books, music, cultural attractions, movies, radio and television.

1. The products are not reflecting the needs of the audiences as defined by the youth and their parents.

2. Accountability for the products is not shared by networks, publishers, producers, sponsors, and parents.

(continued)

3. Demands for quality mass media require both an alliance of all those responsible for accountability and an accountability design which determines:

   a. Media content.

   b. Awareness of the needs of children in relation to the media.

   c. Development and enforcement of guidelines.

   d. Fostering healthy child development through all types of media--television, film, print, and sound.

B. The inadequate or improper use of the products of educational technology in the present archaic educational system.

1. The need to design and implement a new process of learning making it more individualized, humanized and child-centered. The learning process of educational technology should be the basis for the new design if its products are to be utilized.

2. Demands are numerous for continuous evaluation and accountability. These accountability and evaluation designs should be the result of joint efforts of child development specialists, parents, teachers, producers, writers, and research specialists.

3. Need is very evident that new means of training teachers both on the job and in professional institutions should be developed.

62. EDMUND ZAZZERA

A. To evaluate the medium within a particular environmental context.

1. An instrument in educational technology.

2. A means of entertainment.

3. A vehicle in an art form.

4. A recreational plaything.

5. An instrument of science.

6. A public agency.

B. To define the constituent elements of a medium in order to develop strategy to achieve stated objectives (instructional, entertainment, etc.).

1. Sensory orientation in terms of human receptors (sight, hearing, smell, taste, or touch).

2. Sensory orientation in terms of the stimuli (light, sound, odor, flavor, feel).

3. Learning modality orientation (cognitive, affective, psycho-motor).

4. Affects in terms of space, time, and motion.

5. Technological limitations.

6. Taxonomy.

C. To study functional interface of medium with learning process.

1. Stimulus → meaning → evaluation.

2. Operant at what functional level.

   a. Knowledge

   b. Comprehension

   c. Application

   d. Analysis

   e. Synthesis

   f. Evaluation

(continued)

D. To develop standards of practice in the use of the medium.

1. Efficiency and economy in achieving instructional objectives.

a. Research use of medium in instructional process.

b. Compile effective organizational principles.

c. Cost analysis.

d. Standardization of technology.

E. For the media professional to pursue and adhere to "state of the art" practices based on recognized and accepted standards. These standards are the proprietorship of the professional practitioner and the society in which he practices.

1. Instructional needs assessment.

2. Study of options (research studied).

3. Purchasing practices (cost effectiveness).

4. Staff development.

5. Community awareness.

63. JOSEPH F. GIORGIO

Personnel involved in media programs are not prepared to meet the challenge that faces them when it pertains to today's interpretation of "accountability." They are too quick to pass it off as another fad in education, not realizing that it reflects a deep and genuine apprehension on the part of the public that the schools are not doing the job they should be.

My concern is twofold, one the recognition by and two the qualification of those involved in media. I would agree with Don Davies, Assoc. Comm. of Educ. of the U. S. O. E. that "accountability is a participatory process by which schools and communities can make judgments as to the things schools can and should do about the resources and conditions needed to do them," or Dr. Hyer when she states that accountability should not be viewed as a concept that "can or should be fought but rather one that should be controlled and guided to acceptable ends." Unfortunately I can't forsee many leaders in media prepared to carry forth and guide citizens to those ends.

That is why the committees appointed under AECT to develop a basis for leadership programs should have our support especially at this time. Leadership experiences on a much greater scale at the higher education level and also those provided by professional organizations, are one way we can be assured of the competencies of the emerging leaders in media.

64. EDWARD ANDERSON

The emphasis on accountability suggests a restructuring of the educational program from an "input" oriented program to one which is "output" oriented. This elicits several questions relative to the media professional.

1. Will the media professional have a changed role in this output oriented program?
2. If we assume a changed role, are media professionals ready and able to assume this new role?
3. Are present certification guidelines adequate for this changed role?
4. Are higher education preparation programs for media professionals adequate in this era of accountability?

Assuming that responses to questions 3 and 4 are in the negative, can we suggest guidelines for both certification programs and preparation programs?

One further concern is the relationship of accountability and affective education. With performance contracting, goal setting, reward systems, etc., are we concentrating on cognitive and psychomotor learning because they are the easiest to measure and neglecting the entire realm of affective learning?

(continued)

65. ALEX ANDRES

Accountability should not become another of the polarizing issues in education. It should rather serve as integrative function. Recent meetings and articles have, for example, addressed the issue of "Humanism vs. Accountability." If we are accountable, do we have to become unhumanistic?

Training in industry is one of the "soft" areas that suffers just in budget cuts. Sales and production departments go last. Simplistically, sales and production output is measurable, visible. The effect or effectiveness of training has less visibility. In education, does accountability mean a conversion of focus from input, such as class size, teacher-pupil ratio, number of projectors per building, etc., to a concern with output or product? How do we show that 180 days of education that fails to alter the normal curve distribution between day one and day 180 has been productive?

To what extent is the media specialist accountable for the final product? What editorial influence does he, or should he, have over content, sequencing and organization, scripting, selection of visuals, etc. Allowing that he would have a broad range of privileges, what implications are there for institutions who train/educate media professionals?

Considering the complexity of media research, are present research methods and tools adequate for making determinations about the effectiveness and efficiency of media packages? If not, how can we begin to assess the cost effectiveness required by most accountability schemes?

If we are to be held accountable for the outcomes of instruction, what controls should we have over the selection or assignment of students in various classes or courses? Should pre-testing or better assessment of students become a larger part of the educational scene or should students with D's in Algebra I still enter Algebra II with the hope that somehow or another, things will work out for them?

66. BILL BEASTON

1. What is the role of the media specialist relevant to the development of an accountability system?
2. Who determines this role and establishes the standards by which the media specialist is evaluated?
3. Those held accountable must be given decision making authority in areas such as selection of staff and/or expenditure of budget. In most school systems these decisions are presently made by one or several administrators. How can changes in the decision making process be affected?
4. What are the teacher and media specialist training institutions doing to insure that teachers and media specialists are adequately prepared to be held accountable?
5. Who will insure that all parties remain accountable?
6. What alternatives are available to deal with any part (individual, group or institution) which fails to perform satisfactorily?
7. Each identifiable responsibility has variables which affect the positive or negative results of that responsibility. Who identifies these variables and applies them during the evaluation process?

67. JAMES W. COSTELLO

1. What are the conditions in education that differ from those in industrial production which apply to the process of accountability?
2. What conditions in education are applicable which have proven successful in industrial accountability?
3. What conditions in education are impractical when applied to industrial standards?
4. How much of the present knowledge concerning learning behavior is being applied in the classroom?
5. To what extent can federal funding assist in a balanced instructional program for public and private educational programs?
6. What happens after the "Hawthorne effect" wears off?
7. How can we assure equal access to all programs?
8. How effective are contract performances when evaluated by totally disinterested agencies?
9. Who develops the programs for the "educational engineering" projects?

(continued)

10. To whom is the classroom teacher, administrator, superintendent, etc. accountable?

11. To what extent will those involved in the program be involved in the planning and evaluation?

12. How economical in time, effort, and finances is contract performances when compared with other innovative practices?

68. ARTHUR FREIHON

The process of accountability has the potential of contributing greatly to the field of education. Educators must not assume that accountability will be a panacea for it will not. Many years will be required to properly assess the value of accountability. At present, my concerns regarding this area are as follows:

1. Will sufficent financial plan be devised to support an adequate program?

2. How much influence will industry have?

3. What will be the role of the college and the university?

4. What instruments for measurement will be desired?

5. How will technology contribute?

6. What will be the role of the local, state and federal government?

7. Is too much emphasis being directed toward performance contracting?

8. Will the citizens comprehend the meaning and role of accountability?

9. What type of impact will educational auditing have in our schools?

10. How innovative is PPBS (Planning, Programming, Budgeting Systems)?

69. ROBERT HEINICH

"Accountability" is going to be a pervasive characteristic in education in the years ahead; pervasive in that all levels of education will have to be more directly responsive and responsible to their various publics. This means that a profession such as ours, that operates on many levels, will be subjected to divisive pressures if it does not go into the future forewarned and forearned. We are certain to find ourselves accountable to potentially opposing factions at different levels of educational activity.

This phenomenon will carry over directly into our associations with other professionals in education. Schisms have already taken place between state departments of education and state teachers associations. At the national level the NEA constitutional convention has adopted a constitution that may force AECT and other national affiliates to disaffiliate. The new constitution still has to clear several hurdles, and interpretation may be generous, but as the document stands now, AECT might have to look for another home. A specific provision that could bring this about prohibits NEA membership to anyone who participates in professional negotiations on the side opposing the teacher group. Another provision requires NEA membership of all members of what are now called non-governing affiliates.

Accountability as a concept may be the catalyst that will set off the test cases that will lead to new definitions of professional loyalty. As an educational profession, AECT must deal with these issues now.

Accountability is a part of a general movement underway to diversify our educational institutions. This concept again challenges our traditional notions of institutional loyalties. AECT will have to take a posture that permits encouragement of all educational efforts that effectively serve the learner. We cannot permit ourselves to be "institution bound" during the years ahead. One aspect of the future seems certain: the erosion of the concept of traditional narrow institutional authority.

70. JENNY JOHNSON

Accountability is not useful as an isolated term. Terminology definition - meaning must be given in both general and specific applications. The term relates to a "system approach" type of planning which must be understood in order to use it.

Problem: Valid development and application of the term accountability... competency of media personnel to apply the term - Training Programs.

(continued)

Awareness or Need: Dissemination of information in meaningful ways (feedback) to determine the need assessments for competencies of generalist and specialist in the media field.

Recommendation (Development and expansion of the PEMS Committee) - Example: Jim Brown's survey of studies on media profession - PEMS Committee.

Further Point: Middle management skills need attention--undergraduate curriculum development not isolated to education majors. Higher education tends to "lose sight."

71. ARTHUR LALIME

Education is accountable to whom? Education can be accountable for what?

There appears to be a growing assumption that what the schools are now doing is not relevant to the needs of our society--that education is in the money spending business with few if any effective evaluative procedures to determine education's success and its failures in time to make meaningful changes in direction.

Thirty million dollars will be invested in educational performance budgeting programs this year. Educational auditing by qualified experts (outside experts) will be involved in only a few of the programs.

Can these outside experts bring into play effective evaluative instruments to establish the credibility of educational accountability in the eyes of the tax paying public?

Will the thrust for accountability cause education to become over-protective of its people-pupil orientation and reject any attempt to validate the effectiveness of technology?

How will the thrust toward accountability make it possible for media oriented instructional systems to prove their value in the instructional process?

72. DENNIS SARENPA

My major concern for those of us at Okoboji is that we do not take a myopic view of accountability which prohibits us to see the global picture of conditions which has raised the cry for accountability in education. As media professionals we have helped to create the conditions from which the call for accountability has come, now what can we do to make the most of it?

Additionally:

1. Are the motives for implementing an accountability program consistent to the traditional purposes of education?
2. Will accountability result in the stifling of innovation or individual creativity?
3. To what degree or to what extent will the progress of accountability delve into the formal instructional program?
4. How can the media professional take maximum advantage of the accountability movement?
5. Will accountability lead toward maximum learning excellence or toward a leveling of effort on the part of the individual learner?
6. Is not the media professional accountable to the profession by continuing his formal and/or informal education?

73. THOMAS SCHWEN

I am concerned that:

1. The fadish behavior of our profession destroying another useful construct.
2. My ignorance of the sub-processes cost analysis; assigning priorities and valuing aims, purposes - objectives.
3. Assessing complex behavioral outcomes.
4. The linear relationship between educational outcomes and resources expended. (As opposed to cost analysis ideal/curve.)
5. The lack of a rational or empirical tradition in our professional history.

74. ADRIAN TEAF

As I sit here at my desk thinking about the theme of the Okoboji Conference, "Accountability and the Media Professional", several concerns come to mind.

The term "Accountability" no doubt will effect our schools K-12 curriculum. It will not happen over night, but I feel that we must start and Okoboji is the place to start.

At this time my concerns are as follows and no doubt will change by Friday:

1. What does the term accountability mean and the degree that it will be used?
2. Who is going to set the criteria by which the Media Professional is evaluated?
3. Educatiors I feel want to use the term, but not the program.
   a. Software
   b. Hardware
   c. Maintenance, etc.

75. JOHN VERGIS

As I see it, the schools have always been held accountable for their product. The neolithic school was responsible for producing efficient arrowhead makers. The classic Greek school produced its sculptors and architects. The medieval school developed scholastic monks and cathedral builders. Each school, in its turn, was accountable to its society according to how that society viewed the role of the school. When the role corresponded closely to society's needs, accountability was a matter of course. It is only now, when conflicting philosophies have confused the why of the school, that the school has had difficulty in producing a universally approved product. So we see that it hasn't been the concept of accountability that has changed. Rather it has been a changing society which has demanded products that the schools have not been equipped to produce.

Therefore, the study of accountability in education must concern itself primarily with how the various philosophies of education view the "real" needs of society and hence the type of product society's schools must produce to meet those needs. From this point, all other concerns must spring. For example, it is unrealistic to shape objectives for a particular type of curriculum, unless it is first known that the type in question is socially as well as educationally acceptable.

76. CLINTON WEST

As we attend to this problem, this conference must answer this question for these targets:

What can we do that makes a difference for . . .

1. Learners - need more learning options.
2. Teachers - need more knowledge and skills to provide those options.
3. Administrators - need to be given a willingness to say "why not"!
4. Institutions - need to be organized to manage more flexibly.

In other words, what should be minus what is really equals what has to be done. And finally, what difference will it make.

* * * * * *